



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: Chipola College

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

Primary Contact Name: Matthew Hughes

Title: Dean, Assessment, Compliance & Grants

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Secondary Contact Name: JV Mathis

Title: Grants Operations Coordinator

Phone Number: 850.718.2289

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.

Chipola College STEM Workforce Hub (Hub) - see attached document

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

Chipola College is a member of the Florida State College System and provides training approved by the Florida Department of Education. See attached document

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

See attached document

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

All programs offered by Chipola College are available to the public. See attached document

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

All programs are approved by the Florida Department of Education and are included in the curriculum frameworks. Programs align with the Florida Department of Economic Opportunity and CareerSource Chipola to serve the students and employers of the region and state. See attached document

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

Yes No

See attached document

- 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 Hub project will serve a minimum of 445 students, with 85% completion. Average entry-level wages of \$14.00 per hour for the region. See attached document.

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 document
-

- B. Does the proposal align with Florida's Targeted Industries?
([View Florida's Targeted Industries here.](#)) Yes No
If yes, please indicate the specific targeted industries with which the proposal aligns.
If no, with which industries does the proposal align?
Manufacturing, Homeland Security/Defense, and Life Sciences/Healthcare. See attached document
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- 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 Lists 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 document
-

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, etc.) where the training will be available.

Campus for training programs; throughout the region for outreach and recruiting. See attached document

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

Year 1 enrollment will be 89. Over the five years of funding the programs will enroll 445 students. By year 7 there will be an 85% completion rate (378 students), and of the 15% who leave the program, 70% of students will leave with marketable entry-level skills. See attached document

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

Jan 2020
Begin Date: _____

June 2025
End Date: _____

Programs begin each August and January, and vary in length from one semester up to four semesters. See attached document

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

Chipola College is growing its STEM programs with additional staffing and equipment. Increased enrollment, successful completions and placements, and continuing industry support will ensure continuity beyond year five when funding ends. See attached document

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 completers in each code, corresponding with Section E.

See attached document

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.)

Industry supporters have provided \$80,000 in scholarships paid internships (not included in budget); Gulf Power Foundation has provided \$50,000 in support over five years; CareerSource Chipola provides students with tuition, book and fee assistance (not included in budget), as does the Chipola College Foundation (not included). These figures vary each year and depend on individual student need.

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

See attached document

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 \$ 1,718,750.00
 Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding: Sources:

City/County	<u>\$ 0.00</u>
Private Sources	<u>\$ 130,000.00</u>
Other (grants, etc.)	<u>\$ 257,487.00</u>
Total Other Funding	<u>\$ 130,000.00</u>

Please Specify: Scholarships
Equipment

B. Workforce Training Project Costs:

Equipment	<u>\$ 909,842.00</u>
Personnel	<u>\$ 351,401.00</u>
Facilities	<u>\$ 18,000.00</u>
Tuition	<u>\$ 122,250.00</u>
Training Materials	<u>\$ 189,770.00</u>
Other	<u>\$ 257,487.00</u>
Total Project Costs	<u>\$ 1,848,750.00</u>

Please Specify: travel, contract &
10% IDC

Note: The total amount requested must be calculated by subtracting the total other workforce training project funding sources in A. from the total workforce training project costs in B.

- C. 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.

General allocations include:

Personnel - 1 FT FTE for 5 years

Equipment - quotes have been provided; will bid, purchase, install for fall 2020 semester

Tuition category will fund industry certification exams for students in the workforce programs included in this proposal

See attached document for details

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)?

Acceptance of funds and initiation of the project will start upon review and approval of the DEO Jobs Growth agreement by the Chipola College Board of Trustees and the President.

- 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.

I. The Board of Trustees meets the 3rd Tuesday of each month.

II. Yes - with 7 days notice, according to 120.525.F.S.

- 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.

Chipola Policy 1.020, Duties and Powers of the President; Florida Authority, 1001.61 FS; 1001.64 FS; 1001.65 (24) FS

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: Chipola College

Name and Title of Authorized Representative: Sarah Clemmons, President

Representative Signature: *Sarah Clemmons*

Signature Date: 11/19/19

CHIPOLA COLLEGE

<u>TITLE:</u> 1.020 Duties and Powers of the President	<u>NUMBER:</u> 1.020
<u>AUTHORITY:</u> 1001.61 FS; 1001.64 FS; 1001.65(24) FS	<u>PAGE:</u> 1 of 2
<u>DATE ADOPTED:</u> 2/1997; 10/26/2004; 6/21/2016; 2/21/2017	

POLICY:

Certain powers and duties of the President are listed in Sections 1001.61(5) FS; 1001.65 FS and in 6A-14.0261 FAC. The following responsibilities are assigned to the President by the Board:

- I. To consult with and keep the Board informed regarding laws and rules that apply to its organization, operation, rule-making, and other duties and responsibilities as appropriate.
- II. To delegate to appropriate employee's authority necessary to insure that the Board policies and state laws and rules are executed in an efficient manner.
- III. To develop and maintain the Chipola College Administrative Procedures Manual.
- IV. To develop and maintain an appropriate governance system for the communication of ideas and feelings regarding the operation of the College. This governance system shall allow:
 - A. Appropriate participation by faculty, staff, students, and administrators
 - B. Review and input by all recognized College employee groups
 - C. Appropriate participation by student associations, special committees and task forces, and advisory groups

The Board shall consider such a governance system as entirely advisory to the President.

- V. To appoint such standing and ad-hoc committees as may be required to promote the programs of the College, to assist in College governance, and to allow proper channels of appeal. All committees are advisory in nature and will make recommendations to proper authority as established in College rules and procedures. The President shall develop and implement procedures to affect the committee structure.

- VI. To develop and maintain a master plan for the College that contains the goals and objectives related to the needs of those served by the College. The master plan sets flexible priorities, provides for change, and allows for the continuous evaluation after implementation.

The President shall periodically update the plan for review and approval by the Board.

- VII. To represent the College to external agencies. Since the College must rely upon external agencies to effectively discharge its mission, the College cooperates with commissions, committees, and agencies on the state, regional, and national level. This cooperation provides facilities, financial assistance, and information so that the program of the College can be continuously assessed and improved. The President, or the President's designees, shall provide leadership in these cooperative efforts.
- VIII. To appoint members to an institutional review board with the purpose of protecting the identities of and minimizing potential harm to individuals, in their capacity as Chipola College students or employees, who participate in or are the subject of research projects including, but not limited to, dissertation and thesis research.

1. Program Requirements

A. Title and description of training

Chipola College is requesting a Florida Jobs Growth Fund Workforce Training Grant to increase enrollment and completers in six workforce training programs for high-skill, high-demand occupations: advanced manufacturing, automotive technology, civil engineering technology, paramedic, firefighter/emergency medical technician, and welding technology (basic and advanced). Funds will be used to

- enroll 445 students over five years;
- update training equipment and software to meet industry standards;
- provide additional industry certification options for students;
- purchase and equip a 28-foot mobile training unit to support program growth;
- provide skills upgrade training for industry; and
- introduce middle school and high school students to STEM workforce careers through hands-on experiences.

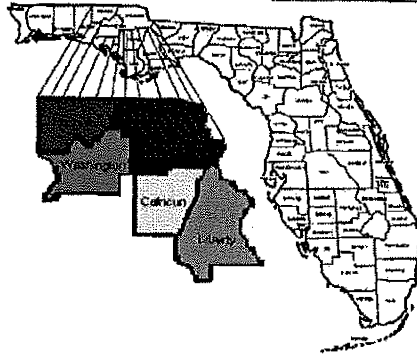
The program upgrades, new industry certifications, and the mobile training capability made available through the grant will support the six aforementioned programs, which, collectively, will be known as the college's STEM Workforce Hub ("the Hub"). The Hub will be a major component of the college-wide emphasis on STEM programs and careers. Key to the project's success are increasing industry credential and certificate options for students and creating mobility to expand on-site industry training and STEM experiences for secondary students in the rural five-county college district.

The Hub project supports Florida's targeted industries: manufacturing, life sciences and homeland defense/public service. The Hub will increase the number of training opportunities in the college's existing programs of study by expanding geographic reach of recruiting and instruction and adding new certificates and occupational completion points (OCPs) embedded in each program.

The Hub will support the college mission to serve students and economic development in the community. General activities to recruit and enroll 445 students over five years, with 85% completion rate and 90% job placement by year seven include:

- providing middle and high school students hand-on experiences in STEM careers through demonstration activities at secondary schools and at STEM Days events on the Chipola College campus;
- introducing students to various tradecraft programs as part of advising;
- centralizing courses and concepts that are the foundation of the advanced manufacturing program;
- expanding instruction delivery options, including synchronous course delivery for industry professional development and noncredit learning experiences;
- increasing the number of workforce certificates, occupational completion point exits, industry credentials, and college credit certificates offered through the six target programs;
- supporting the region's employers with on-site skills upgrade training and opportunities to engage with students on campus and in the workplace; and
- partnering with economic development professionals to grow and strengthen the workforce pool for economic growth in the region.

The Hub concept will provide greater access to career exploration and training opportunities for students and job seekers in high-skill, high-demand occupations. Greater access to these opportunities is especially critical in the rural and impoverished college district, which is comprised of Calhoun, Holmes, Jackson, Liberty and



Washington counties. Hurricane Michael was a significant and devastating event in the region; the college, businesses, and homes throughout all five counties suffered major damage. Current occupational demand statistics indicate low unemployment and low job demand in the region, but the reported data do not fully reflect the true picture from the “boots on the ground” perspective: for-hire signs dot all five counties and finding skilled workers in the fields included in this proposal is very problematic for employers.

The STEM Workforce Hub project supports Governor DeSantis’s economic and workforce development initiatives and the mission of the Florida College System. In line with CS/HB 7071’s *SAIL to 60* initiative (Strengthening Alignment between Industry and Learning), the project will provide additional opportunities for returning students to complete their “last mile” of college. The project also increases the number of postsecondary credential offerings, which supports the state’s goal of increasing the percentage of adults holding high-value postsecondary credentials or training experiences to 60% by 2030. Additionally, the Hub project better enables the college to support the *Florida Strategic Plan for Economic Development* to educate, attract, and retain top talent by preparing students for employment in high-skill, high-demand occupations and by improving access to training opportunities in underserved areas. Activities in the project support the Florida College System mission to “provide access to high-quality, affordable academic and career educational programs that maximize student learning and success, develop a globally competitive workforce and respond rapidly to diverse state and community needs.”

Of note are the apprenticeship model opportunities for Chipola students in programs supported by the grant funds. Chipola College has an engaged advisory committee for each workforce development program. These committees are comprised of employers whose commitment to the programs and insight into market trends and skill needs are assets to the instructors. Some advisory committee members offer paid internships for students while enrolled at Chipola.

The Hub will offer on- and off- campus training and experiences for secondary school students, as well as incumbent workers. Grant funds will be used to purchase a mobile training unit that will facilitate student recruitment into high-skill, high-demand training programs, and skills upgrade training and non-credit professional development at places of employment, STEM days for secondary students to explore career pathways, and training leading to industry credentials. Using a college-owned truck, the mobile unit will be transported to high school campuses, CareerSource offices in the region’s five counties, employment sites, and other locations as opportunities arise.

Most training can be completed in one year or less, with associate in science degrees usually requiring two years to complete.

All programs will provide students opportunities to test and earn industry-created or industry-recognized credentials, in addition to earning a college certificate, occupational completion point, or degree. The program-related industry certifications include those from ASE (National Institute of Automotive Service Excellence), MSSC (Manufacturing Skill Standards Council), NIMS (National Institute of Metalworking Skills), PMMI (Packaging Machinery Manufacturers Institute), IFPS (International Society for Fluid Power), ATE (Association of Electronics Technicians), AutoDesk, and AWS (American Welding Society). Students can also qualify to test for the national license to work as an EMT or paramedic. Students also develop skill sets that support working in jobs and careers outside those identified in section 2.C.

Need

Chipola College serves a region with many barriers to success, but the college’s proven performance shown by its gold performance funding designations is evidence of its ability to be flexible and overcome obstacles.

1. During development of the Hub concept, Chipola College and the panhandle of Florida were hit by category five Hurricane Michael. Michael roared through the college district destroying much and hindering expansion efforts. Many residents have lost jobs and continue to look to the college for retraining for area employment. Employers also turn to the college for incumbent worker training in new technologies and improved production. Chipola College provides access to quality learning opportunities toward baccalaureate degrees, associate degrees, and certificates and facilitates the economic, social, and cultural development of the College’s service area.
2. All five counties of the Chipola district are designated Rural Areas of Opportunity (RAO, <http://www.floridajobs.org/community-planning-and-development/rural-community-programs/rural-areas-of-opportunity>). There are no beaches located in the five-county district. Economic and community development in the panhandle region of Florida are dependent on having skilled labor. The majority of employment requires some level of postsecondary training. Examples of demand include: construction trades (residential and commercial-pulp, paper, wood), light manufacturing, logistics and transportation, marine manufacturing and tooling, and public services (corrections, law enforcement, and emergency services).
3. The counties in the college district will not benefit from TRIUMPH funds. The region is land-locked and not recognized as having suffered economic impacts from the BP Gulf oil spill. Further, as an RAO, the struggle to gain interest from potential employers continues. Convincing potential employers to establish a business in the region requires strong partnerships at the local level, flexibility of training delivery, and education and training support for a population that desires to remain in a rural community and has the talent and skills to become employed in high-skill, high-wage technical positions.
4. Underlying many of the region’s problems is poverty. U.S. Census data (2015) show Florida’s state-wide median household income as \$49,728 and the Chipola district counties’ median as \$45,856. Census data also show that “small area” income in Chipola’s five county district is \$36,793. Only Liberty County has a higher median income than that of the state. It is important to note that these income figures were calculated prior to Hurricane Michael.

Income Bracket	CALHOUN		HOLMES		JACKSON		LIBERTY		WASHINGTON	
	Number	%	Number	%	Number	%	Number	%	Number	%
Below \$24,999	795	24.9%	1,474	31.4%	2,777	26.3%	275	17.3%	1,256	22.6%
<\$50,000 & >\$24,999	996	42.0%	1,209	25.7%	2,942	27.9%	493	30.8%	1,768	31.8%
\$50,000-74,999	594	18.6%	966	20.6%	2,138	20.3%	300	18.8%	1,233	22.2%
Greater than \$75,000	806	25.2%	1,051	22.3%	2,683	25.4%	532	33.3%	1,302	23.4%
Median Family Income	\$43,620		\$42,534		\$45,222		\$52,571		\$45,335	
Small Area Income Est.	\$36,062*		\$35,202*		\$36,751*		\$39,623*		\$36,328*	

Source: *U.S. Census Bureau, American Fact Finder, 2015*

*Source: *U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.*

B. Proposal supports programs at state and technical Colleges.

Chipola College programs of study follow the Florida Department of Education (FLDOE) approved curriculum guidelines for state and technical colleges, which facilitates transfer to other state institutions of higher education. The programs also align with the mission of the Florida College System to offer diverse workforce programs that support development of a competitive workforce to meet global challenges.

C. The proposal provides participants transferable, sustainable workforce skills applicable to multiple employers.

The Hub programs of study provide transportable, sustainable skills applicable in multiple industries. These skills include problem-solving, math, working in teams, reading schematics and instructions, understanding basic electrical and general job safety standards, troubleshooting basic mechanical problems, performing specific job tasks satisfactorily, and communicating well. Additionally, when students complete a program of study, they earn an industry certification, program certificate, occupational completion point, or degree, which will verify their skills and abilities within a discipline.

One example of transferability of skills is found in the advanced manufacturing program. With support provided by the grant, students learn multiple foundational skills, including schematics, general pneumatics, controls and logistics, and practice in team and individual projects. These knowledge assets have translated to jobs with multiple employers in the region, including a saw mill, lumber yard, engineering firms, pipe manufacturers, construction firms, and surveying companies.

Following are indicators that the proposal provides participants transferable, sustainable workforce skills applicable to multiple employers.

- The college's nationally certified automotive technology program is currently undergoing recertification by the National Institute for Automotive Service Excellence (ASE). The Hub project supports ASE certification compliance priorities one, two, and three and ensures the automotive technician program purpose, administration and learning resources align with ASE and state instruction requirements. Upgraded and modernized equipment funded by this project will enable the program to expand certificate offerings and meet local and regional employer needs.
- Equipment funded by this project will enable the civil engineering technology program to develop new and more flexible course offerings resulting in industry-recognized credentials and occupational completion point exits embedded in the curriculum. The new credential options expand students' employment options into geomatics, field survey technician positions, and transportation construction positions.
- Equipment purchases funded by this project will enable the advanced manufacturing program to develop new certificate choices embedded in the A.S. degree program. These college credit certificates expand students' employment options in automation and mechatronics positions.
- Equipment upgrades provided by this project will enable the combined firefighter/emergency medical technician and paramedic programs to maintain national accreditation. The fire science and emergency services programs have aligned to address the new program guidelines and employment requirements for firefighters, EMTs, and paramedics in Florida.
- The welding program was realigned in accordance with FLDOE curricula frameworks and the purchase of equipment will increase training throughput and deliver education and training in the rural areas of the college's region.
- The mobile unit will be used to expand program delivery options throughout the region.

D. This proposal supports programs offered to the public.

All Chipola College programs of study are open to qualified individuals, including those seeking college credits and those who are participating in industry skills upgrade training. The programs will be strengthened through partnerships with local employers, secondary educators, and campus-based CareerSource personnel who introduce career pathways and training opportunities to postsecondary students, new hire and incumbent employees, veterans, underemployed and unemployed, secondary students, and CareerSource participants.

E. This proposal is based on criteria established by the state and technical colleges.

Chipola College programs of study follow the FLDOE approved curriculum frameworks for state and technical colleges and, therefore, articulate to programs at state and technical colleges. (<http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2019-20-frameworks/>). Training activities supported with the proposed funds will provide students with opportunities to attain the competencies identified in the curriculum frameworks, pursue a pathway to a degree program, and enter the workforce with industry recognized credentials.

F. Proposal supports programs that will not exclude unemployed or underemployed individuals

Chipola College is an open admissions state college; all inquiries from potential students are reviewed and advising is provided for entry into a technical or academic program. Also, the college partners with CareerSource Chipola (CSC) to identify individuals who qualify for CSC services. The college hosts a CSC success coach on campus in the Student Affairs department. Students have immediate access to this representative to determine eligibility for assistance. The success coach identifies individuals who are unemployed, underemployed, and/or seeking job training. CSC also serves incumbent workers seeking increased skills, returning veterans, individuals in welfare transition, single parents, and those seeking to train for a career paying a sustainable living wage. The college and CSC will ensure that all participants, regardless of employment status, are offered the opportunity to enroll in a program of study.

G. Description of proposal support of economic opportunity.

The STEM Workforce Hub project will support local, regional, and state economic development efforts by preparing a trained emerging workforce and improving skills of the incumbent workforce. The project is aligned with the Florida Strategic Plan for Economic Development, HB 7071, and Governor DeSantis' initiative *SAIL to 60* (Strengthening Alignment between Industry and Learning). The proposed project supports economic development and opportunity by providing a more skilled workforce and by increasing the number of adults with high-value postsecondary credentials.

The college works closely with economic development entities in its five-county district. The college also partners with and supports Opportunity Florida for regional growth efforts, CareerSource Chipola, the local employment agency for the region, and the Department of Economic Opportunity, with whom the college has a Quick Response Training grant for a new business in Marianna.

Enrollment and Economic Impact

- ✓ During the project, the college will enroll students in automotive technology, civil engineering technology, advanced manufacturing, firefighter/EMT, paramedic, and welding programs.
- ✓ Enrollment over five years: 445
- ✓ Projected completers over seven years who earn an occupational completion point, certificate, industry credential, or degree: 378 (85%)
- ✓ Job placement of all completers over seven years: 340 (90%)
- ✓ Opportunities for paid and unpaid internships and required on the job clinical hours for the firefighter and emergency medical students.
- ✓ Based on existing college performance in the Florida College System performance-based formula, Chipola students working full time earn an average of \$43,372 annually. This figure includes all

certificate, associate, and bachelor degree graduates.

https://www.floridacollegesystem.com/resources/data/fcs_graduate_outcomes_dashboard.aspx

- ✓ Projected annual income does not take into account that the students entering the workforce will have successive year wage gains.

2. Additional Information

A. Expansion of existing program? Yes

- Automotive Technology will add an approved occupational completion point certificate for vehicle parts sales and service technicians.
- Faculty members from the emergency medical services and firefighter programs are currently revising program curricula to implement a firefighter/EMT combined program. This combined program ensures that completers meet requirements to work as paid firefighters in Florida.
- Utilizing equipment provided with the Hub project grant, civil engineering technology and advanced manufacturing technology programs will add industry certificates and occupational completion point certificates.
- All programs will operate more efficiently and have fewer instructional “bottlenecks” because students will have access to more trainers and software.

B. Proposal aligns with Florida’s targeted industries? Yes

- a. Manufacturing
- b. Life Sciences/Healthcare Services
- c. Homeland Security/Defense Transportation

C. Proposal aligns with occupations on the statewide demand occupations list and/or regional demand occupations list? Yes

- 49-3023 – Automotive Service Technicians and Mechanics
- 41-2022 – Parts Salespersons
- 41-2031 – Retail Salespersons
- 43-1011 – First-Line Supervisors of Office and Administrative Support Workers
- 43-4051 – Customer Service Representatives
- 43-5081 – Stock Clerks and Order Fillers
- 33-2011 – Firefighters
- 29-2041 – Emergency Medical Technicians and Paramedics
- 31-9099 – Healthcare Support Workers, All Other
- 17-3022 – Civil Engineering Technicians
- 17-1022 – Surveyors
- 17-3031 – Surveying and mapping technicians
- 11-9111 – Medical and Health Services Managers
- 17-2031 – Biomedical Engineers
- 17-2051 – Civil Engineers
- 17-3012 – Electrical and Electronics Drafters
- 17-3013 – Mechanical Drafters
- 17-3019 – Drafters, All Other
- 17-3023 – Electrical and Electronic Engineering Technicians
- 17-3024 – Electro-Mechanical Technicians
- 17-3026 – Industrial Engineering Technicians
- 17-3027 – Mechanical Engineering Technicians
- 17-3029 – Engineering Technicians, Except Drafters, All Other
- 19-4021 – Biological Technicians
- 27-1029 – Designers, All Other

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Attachment

- 29-2012 – Medical and Clinical Laboratory Technicians
- 29-2071 – Medical Records and Health Information Technicians
- 31-9092 – Medical Assistants
- 49-9041 – Industrial Machinery Mechanics
- 49-9043 – Maintenance workers, machinery
- 49-9044 – Millwrights
- 49-1011 – First line supervisors of mechanics, installers, repairers
- 51-1011 – First line supervisors of production and operating workers
- 51-4012 – Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic
- 51-4061 – Model Makers, Metal and Plastic
- 51-9082 – Medical Appliance Technicians
- 13-1199 – Business Operations Specialists
- 49-2094 – Electrical and Electronics Repairers, Commercial and Industrial Equipment
- 49-2095 – Electrical and Electronics Repairers, Powerhouse, Substation, and Relay
- 51-9198 – Helpers-Production Workers
- 51-4121 – Welders, Cutters, Solderers, and Brazers

Chipola’s workforce department faculty have stated that students have been hired into all the SOC codes listed above. The FLDOE curriculum frameworks for each program identifies all the currently reported SOC codes in which students have been hired (starting on page 9).

D. Proposed delivery of training program.

Training will take place at the Chipola College campus in Marianna, Florida, and non-credit professional development and recruitment off-campus via the mobile training unit. Course content and communication with instructors will be available to students via the Canvas learning management system. Additionally, the mobile training unit will be transported to district schools to provide middle school and high school students hands-on introductions to training opportunities in high-skill, high-wage occupations.

The budget allows for upgrades and purchases of software, equipment, and supplies that provide for the expansion of the OCP’s or certificates offered, and upgrades to the latest technology and skills training. To implement and deliver the training programs, Chipola will follow the timeline shown in the following table.

Chipola College Florida Jobs Growth Project Timeline							
	Oct2019- May 2020	May '20- June 2021	2021- 2022	2022- 2023	2023- 2024	2024 – 2025	2025 – 2027
Activities/Tasks	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5	Years 6-7
Submit proposal							
Negotiate and receive contract							
Hire program liaison; orient team							
Purchase and install equipment							
Develop recruiting plan, orient stakeholders, advisory members				ongoing			
Curriculum committee approval of additional OCP’s, certificates and approve start dates							
Enroll and track student performance in all programs:							ongoing

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Automotive technology, paramedic, firefighter/EMT, civil engineering technology, advanced manufacturing, welding							
Report on performance to DEO, stakeholders, advisory members							as required
Implement sustainability plan							ongoing

E. Anticipated annual enrollment, completers, and employment for each program.

ANNUAL ENROLLMENT, STARTING FALL 2020 (AY 2020-21)			
Program	2020 Anticipated Annual Enrollment (Fall 2020-Spring 2021)	Anticipated Annual Completions (85% for each program)	Anticipated Employment (90% of completions)
Automotive Technology	20	16	14
Firefighter/EMT - Combined	18	15	14
Paramedic	10	8	7
Civil Engineering Technology	5	4	4
Advanced Manufacturing	18	15	14
Welding (basic and advanced)	18	15	14
Year One Totals	89	76	68
Projected Total Enrollment through June 30, 2025	445	378 – Y7	340 – Y7

Based on historic data captured and reported by Chipola College to FLDOE, FSC, FETPIP.

F. Length of programs: Note the project is anticipated to include enrollments by August 2020, and tracking of project will run through June 2027, or until documented evidence of the projected enrollments and placements have been attained.

Program	Length*	Begin Date	End Date**
Automotive Technology	120 – 1,800 clock hours	Each August and January	Each May and December
Combined Firefighter/EMT	698 clock hours	Each August and January	Each May and December
Paramedic	42 credit hours	Each August and January	Each May and December
Civil Engineering Technology	63 credit hours	Each August and January	Each May and December
- Field Survey Tech	- 18 credit hours		
Advanced Manufacturing	Up to 60 credit hours	Each August and January	Each May and December
- Engineering Tech	- 60 credit hours		
- Industrial Mgmt	- 60 credit hours		
- Embedded CCC's	- 12 - 21 credit hours		
Welding	150 – 1,800 clock hours	Each August and Each January	Each May and Each December

*Students may move through the program based on competency outcomes and, therefore, complete or graduate earlier or later than indicated.

**Students' may elect to complete an occupational completion point, a certificate, or an industry-recognized credential and enter employment, which may occur prior to completing all course offerings, thus accounting for varying lengths of programs.

G. Project sustainability after grant completion.

Sustainability will be fostered through seven years of development, delivery, and on-going recruitment of high school and adult students. Flexibility of certificate, occupational completion points, and industry credentials in the Hub programs will be a key to meeting business' needs and students' choices. The project will also facilitate assessment of emerging business and job trends and enable the college to quickly respond to those trends.

The 445 students represented in this project will provide marketing value, aiding in the sustainability of the programs. These students will also strengthen the economic foundation of the region. Throughout the project timeline, the workforce advisory committees for the programs will continue to provide valuable support and insight to market variables and economic opportunities.

The requested budget of **\$1,718,750** divided by a minimum of **445** students is an investment of **\$3,862** per student. This per student investment will be exponentially reduced after year five.

H. Identify any certifications, degrees, etc. that will result from completion of the programs.

The following tables are from the Florida Department of Education workforce program curriculum frameworks.

Automotive Technology

Students completing this program earn a PSAV certificate and have options to earn additional credentials when reaching occupational completion points (OCPs).

Industry Certification Options: Students may test for one or more ASE (National Institute of Automotive Service Excellence) industry credentials.

Parts and Service PSAV Certificate – Career Preparatory	
Program Number	T400910
CIP Number	0647060427
Grade Level	30, 31
Standard Length	600 hours
SOC Codes (all applicable)	41-2022 – Parts Salespersons 41-2031 – Retail Salespersons 43-1011 – First-Line Supervisors of Office and Administrative Support Workers 43-4051 – Customer Service Representatives 43-5081 – Stock Clerks and Order Fillers
OCP A B	(OCP – Occupational Completion Point) Introduction to Automotive Service = Advisor, Customer Service, Dealerships Service Advisor Parts Analyst

Automotive Technician PSAV Certificate – Career Preparatory	
Program Number	T400730 & T400700
CIP Number	0647060425 & 0647060411

Automotive Technician PSAV Certificate – Career Preparatory	
Grade Level	30, 31
Standard Length	750 hours & 1050 hours
SOC Codes (all applicable)	49-3023 – Automotive Service Technicians and Mechanics

Firefighter/EMT – Combined

Students completing this program earn a PSAV certificate and have options to earn additional credentials when reaching occupational completion points (OCPs).

Industry Certification Options: EMT and Paramedic students test for a nationally recognized license to practice. Firefighters must pass a final exam and submit documentation to the state.

PSAV Certificate – Career Preparatory	
Program Number	P430216
CIP Number	0743020312
Grade Level	30, 31
Standard Length	698 clock hours
SOC Codes (all applicable)	33-2011 Firefighters 29-2041 Emergency Medical Technicians and Paramedics 31-9099 Healthcare Support Workers, All Other
OCP A/B/C	Firefighter I/Firefighter II/EMT

Paramedic College Credit Certificate	
CIP Number	0351090405
Program Type	College Credit Certificate (CCC)
Program Length	42 credit hours
SOC Codes (all applicable)	29-2041 Emergency Medical Technicians and Paramedics
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Civil Engineering Technology

Students completing this program earn an associate in science degree and have options to earn additional credentials when reaching occupational completion points (OCPs).

Industry Certification Options: Students enrolled in civil engineering and advanced manufacturing programs may elect to test in one or more industry recognized exams offered by MSSC (Manufacturing Skill Standards Council), NIMS (National Institute of Metalworking Skills), PMMI (Packaging Machinery Manufacturers Institute), IFPS (International Society for Fluid Power), ATE (Association of Electronics Technicians), and AutoDesk.

Field Survey Technician College Credit Certificate	
CIP Number	0715020102
Program Type	College Credit
Standard Length	18 Credit Hours

Field Survey Technician College Credit Certificate	
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3022 – Civil Engineering Technicians; 17-1022 – Surveyors

Civil Engineering Technology AS	
CIP Number	1715020101
Program Type	College Credit
Standard Length	63 Credit Hours
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3022 - Civil Engineering Technicians
CTE Program Resources	http://www.fldoc.org/academics/career-adult-edu/career-tech-edu/program-resources.html

Advanced Manufacturing Programs

Engineering Technology

Students completing this program earn an associate in science degree and have options to earn additional credentials when reaching occupational completion points (OCPs).

Engineering Technology AS	
CIP Number	16150000001
Program Type	College Credit
Standard Length	XXXXXX Credit Hours
CTSO	SkillsUSA
SOC Codes (all applicable)	11-9111 – Medical and Health Services Managers 17-2031 – Biomedical Engineers 17-2051 – Civil Engineers 17-3012 – Electrical and Electronics Drafters 17-3013 – Mechanical Drafters 17-3019 – Drafters, All Other 17-3023 – Electrical and Electronic Engineering Technicians 17-3024 – Electro-Mechanical Technicians 17-3026 – Industrial Engineering Technicians 17-3027 – Mechanical Engineering Technicians 17-3029 – Engineering Technicians, Except Drafters, All Other 19-4021 – Biological Technicians 27-1029 – Designers, All Other 29-2012 – Medical and Clinical Laboratory Technicians 29-2071 – Medical Records and Health Information Technicians 31-9092 – Medical Assistants 51-4012 – Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic 51-4061 – Model Makers, Metal and Plastic 51-9082 – Medical Appliance Technicians 13-1199 – Business Operations Specialists 49-2094 – Electrical and Electronics Repairers, Commercial and Industrial Equipment 49-2095 – Electrical and Electronics Repairers, Powerhouse, Substation, and Relay 49-9041 – Industrial Machinery Mechanics

Engineering Technology AS	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml
Automation College Credit Certificate	
CIP Number	0615040601
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3027 – Mechanical Engineering Technicians
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml

Engineering Technology Support Specialist College Credit Certificate	
CIP Number	0615000007
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3029 – Engineering Technicians, Except Drafters, All Other

Mechatronics College Credit Certificate	
CIP Number	0615000013
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3024 – Electro-Mechanical Technicians 17-3027 – Mechanical Engineering Technicians

Pneumatics, Hydraulics and Motors College Credit Certificate	
CIP Number	0615061303
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	SkillsUSA
SOC Codes (all applicable)	17-3027 – Mechanical Engineering Technicians

Welding Technology

Students completing this program earn a PSAV certificate and have options to earn additional credentials when reaching occupational completion points (OCPs).

Industry Certification Options: Students may test for one or more AWS (American Welding Society) industry credentials.

Welding PSAV Certificate – Career Preparatory	
Program Number	J400400
CIP Number	0648050805
Grade Level	30, 31
Standard Length	1050 hours
CTSO	SkillsUSA
SOC Codes (all applicable)	51-9198 – Helpers-Production Workers 51-4121 – Welders, Cutters, Solderers, and Brazers
OCP A B, C, D, E, F	Welder Helper Welder: Shielded Metal, Gas, Flux-Cored, Gas-Tungsten, Pipe

Advanced Welding PSAV Certificate – Career Preparatory	
Program Number	J400410
CIP Number	0648050806
Grade Level	30, 31
Standard Length	750 hours
CTSO	SkillsUSA
SOC Codes (all applicable)	51-4121 – Welders, Cutters, Solderers, and Brazers
OCP A B	Advanced Welder I Advanced Welder II

Including related manufacturing PSAV programs of study, <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2019-20-frameworks/manufacturing.stml>.

I. Local match? Yes, see budget

Industry supporters have provided \$80,000 in scholarships and paid internships (paid internships not included in match). Additionally, the Gulf Power Foundation has provided \$50,000 in support over five years. CareerSource Chipola (CSC) provides approved participants with tuition, book and fee assistance as does the Chipola College Foundation (Foundation) (neither included in match). The figures for CSC and Foundation vary each year dependent on the number of applicants and student need.

J. Additional Information

. The budget item “industry certifications/exams” is based on the following costs. Certification and licensure exam costs may include background and fingerprint checks., and range from \$125 - \$300 per topic. A topic may consist of subject matter within the curriculum that is specific to an occupation, or tasks within an industry or that may be required for the license or certificate to practice in the field. These figures are included in the budget as “industry certifications/exams.”

<u>Program Industry Certification Authority</u>	<u>Cost</u>	<u># Certs to purchase</u>
Automotive NATEF	\$90	250
\$35+55 per topic		
FL Dept of Health Emergency Medical Tech	\$115	125
Fire Fighter certificate	\$80	125

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FL Dept of Health Paramedic	\$170	50
Field Survey Technician or AutoDesk	\$120	25
MSSC/NIMS (advanced manufacturing) Per topic	\$125	300
AWS (welding) per topic	\$150-300	125/25

Students in some programs may need or desire to test for more than one certification depending on their personal career goals.

3. Program Budget – DEO application for summary

Total Request: \$1,718,750

Aggregate Budget Narrative – TOTAL Request

Category	Request	Match
Personnel – 1 FTE, 5 years	269,893	0
Fringe Benefits – 30% of salary base for life, health, FICA, Medicare, and Florida Retirement	81,508	0
Travel – local and state mileage to support project at state approved rates and per diem	19,337	0
Contracted Services The “wrap” to identify the trailer and programs;	18,000	0
Equipment	909,842	0
Facilities	18,000	0
Materials, supplies, training materials	189,770	Carl D. Perkins funds
Industry certifications/exams	122,250	80,000 (tuition) CareerSource Chipola assistance to qualified participants
Other:	31,000	50,000 (classroom equipment and supplies) Gulf Power Foundation
Subtotal	1,659,600	
Administrative support 10% of total, less contracted services, equipment, facilities and tuition	59,150	
TOTAL REQUEST	1,718,750	
Average Investment Per Participant		3,862

Budget Breakout by Program of Study – 5 Years Support, January 1, 2020 – June 30, 2025								
Category	Mobile Unit and all projects	Automotive Technology	Firefighter/EMT	Civil Engineering	Paramedic	Advanced Manufacturing	Welding	Subtotals/Extension
Personnel	269,893	-0-	-0-	-0-	-0-	-0-	-0-	269,893
Fringe Benefits	81,508	-0-	-0-	-0-	-0-	-0-	-0-	81,508
Travel	19,337	-0-	-0-	-0-	-0-	-0-	-0-	19,337
Contracted Services	18,000	-0-	-0-	-0-	-0-	-0-	-0-	18,000
Equipment	109,795	237,596	310,803	33,900	-0-	159,978	57,770	909,842
Facilities	-0-	-0-	-0-	-0-	-0-	-0-	18,000	18,000
Materials, supplies, training materials, (educational software)	15,000	35,970	114,000	-0-	5,000	7,425	12,375	189,770
Industry certifications/exams	-0-	22,500	32,875	3,125	8,500	37,500	26,250	122,250
Other (media)	13,000	3,000	3,000	3,000	3,000	3,000	3,000	31,000
Subtotal	526,533	299,066	460,678	40,025	16,500	207,903	117,395	1,659,600
Administrative support 10% of total, less contracted services, equipment, facilities and industry certs/exams	=39,874	=3,897	=11,700	= 300	=800	=1,042	=1,537	59,150
Totals	\$566,407	\$302,963	\$472,378	40,325	\$17,300	\$208,945	\$118,932	\$1,718,750
INVESTMENT PER PARTICIPANT		= \$3,029	= \$5,249	= \$1,613	= \$346	= \$2,322	= \$1,321	AVE = \$3,862
Anticipated Enrollments		100	90	25	50	90	90	445

Equipment is expected to be bid out and purchased within 6-9 months of contract approval. Equipment should be in place for fall 2020 classes, and no later than January 2021 classes. Equipment will be invoiced for reimbursement as received and installed. A FTE 12-month employee will be hired to develop an outreach and recruitment program for the Hub project (based on college compensation plan). Travel costs will address reimbursement of all faculty and staff involved in the project, per state of Florida policy and college procedures. Contracted services will provide the vinyl wrap for the trailer. The anticipated cost is \$15,000-18,000.

DETAILED EQUIPMENT LIST FOR THE PROJECT
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The HUB mobile unit will be a Featherlite custom trailer to transport and house specialized equipment for the Hub programs. The cost of the trailer, plus interior supplies (chairs, laptop computer, projector, flat screen), will cost \$142,795 (\$109,795 + supplies + contracted services). The mobile training unit will be transported with a truck owned by the college.

Mobile Unit Vendor Quote from Featherlite Trailers

28-foot enclosed unit, specs included in the total quote **\$109,795**

Description

4941 car trailer enclosed 8'6" wide X 7' tall X 28' long Tandem axle 7.0K rubber torsion. Includes (4) GY tire/rim ST235/80R16 LRE & 8-hole silver MOD wheel & hub cover. (Includes conspicuity tape) (To add a spare use code 91157) Axle lube type - easy lube

Carrier spare tire (GN)

- Coupler GN 2 5/16" adjustable
- Landing gear dual single speed
- Electric brake
- Light LED rectangle surface mount 4.5" x 2.5" x 1", 12 volts DC, 0.65 amps, 7.8 watts, 810 lumens without switch (Maximum 6 lights per 5-amp circuit)
- (Maximum 9 lights per 7.5-amp circuit) (Maximum 12 lights per 10-amp circuit) (Maximum 18 lights per Switch in dressing room
- Light package for GN trailers with colored LED lenses
- (Includes (16) 3/4" round clearance lights & 4 stop/turn lights)
- Floor smooth extruded aluminum
- Ramp rear full height and width with cable assist, pressure latches, tread plate, and vinyl hinge covers
- Door camper 42" HD 2" double sealed on CS
- No door above fender
- Car hauler platform standard height for car hauler with 2" beavertail
- Aluminum front gn sheets
- Beaver tail (If deleted, rear opening height will be reduced)
- Nose tapered gooseneck car trailers
- Sheet white
- .040 aluminum exterior sheets taped with riveted seams
- Not framed for ac/vent
- Skid plate
- Tie down recessed swivel D-ring stainless steel 6000 lb. capacity
- No winch box
- No ramp extension
- Tandem axle 7.0K rubber torsion. Includes (4) GY tire/rim LT235/85R16 LRG & 8-hole black aluminum wheel. (Includes conspicuity tape) (To add a spare use code 95324)
- Tire/rim GY LT235/85R16 LRG 8-hole black aluminum Carrier spare tire for bumper pulls mounted inside high on wall (Will be towards rear on CS on car haulers and on nose of other models unless specified)
- Jack stabilizer scissor type 5000 lb. (pair) 30" tall
- Landing gear dual 2 speed jacks
- Floor aluminum 3/16" smooth per foot
- Wall solid in gooseneck one side in .040 aluminum
- Reinforce only for A/C
- Add 12" to height of car trailer p/ft. of trailer (May need to change side sheets)

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- Stainless steel front panel and corners in gooseneck Remove beaver tail Light LED 6" round surface mount, 12 volts DC, 0.65 amps, 7.8 watts, 180-degree output, 660 lumens white light only (Maximum 6 lights per 5-amp circuit) (Maximum 9 lights per 7.5-amp circuit) (Maximum 12 lights per 10-amp circuit) (Maximum 18 lights
- Switch 12V toggle
- Line white aluminum .040 on walls or ceiling if only ceiling is being lined (screwed to all posts) per linear foot
- Gooseneck walls
- Line white aluminum .040 on ceiling with coping
- (Screwed to all posts) Per linear foot
- Insulation 3/4" R-3.6 135C per linear foot for ceiling 92337
- Line 3/8" plywood for walls (Per linear foot)
- Line 3/8" plywood for walls (Per linear foot) ceiling.
- Insulation 3/4"R-3.6 135C per linear foot for walls
- Insulation 1" R-4.8 135C per linear foot (Typically used with code 92961-drop ceiling)
- Power source heavy duty includes 45-amp power
- converter, fuse panel, marine battery & battery box. Typically used in addition to a motor base with cord. Can be surface mounted directly to wall or inside a cabinet.
- Receptacle duplex (20 amp) 110V
- Step camper fold-up
- Track airliner aluminum fastened approximately every
- 6" over wood floor or interior type floor covering per foot (Please text locations) three rows full length of trailer box.
- Recess airliner track on any floor covering p/ft. of trailer (Includes 3/16" aluminum subfloor) (Use with 99905 (airliner track), main flooring, & 98142 (Disco tile), 92843 (Mattonella flooring) or 92845 (Mattonella flooring with grout))
- A/C 15,000 BTU 110V ducted with chill chaser & wall mount thermostat 14" tall (Requires 12V power for thermostat) (Must add code 92961 per foot for drop ceiling)
- Drop ceiling (Used approximately 3" of height per 28
- Added linear foot) (To be used with ducted A/C or to create a flat ceiling)
- Floor raised coin hard rubber tile black (Disco tile) per 493
- Added square foot (Subfloor not included, add code 92425 for subfloor) silver .040 aluminum glued to plywood ceiling
- 100-amp shore cord with panel
- 18kw Northern Power Kubota Diesel engine generator
- Completely installed with 75-gallon fuel tank, auto transfer switch, in insulated generator box with vented door and air flow in from roof hood and out of roof on rooftop.

Automotive Technology				
ORDER QTY	PRODUCT / MODEL	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	EM-200-25_052984	Speed and position sensors trainer	3,453.00	\$ 3,453.00
1	E-EM-200-25_052984	Electude license for EM-200-25	1,210.00	\$ 1,210.00
1	EM-200-09_052609	Tabletop stand for EM-200 series trainers	167.00	\$ 167.00

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1	EM-200-14_052789	Coil-on-plug ignition system trainer - Honda Civic 1.7L	3,668.00	\$ 3,668.00
1	EM-200-09_052609	Tabletop stand for EM-200 series trainers	167.00	\$ 167.00
1	E-EM-200-14_052789	Electude license for EM-200-14	1,210.00	\$ 1,210.00
1	EM-200-22_052166	Evap system trainer	2,780.00	\$ 2,780.00
1	EM-200-09_052609	Tabletop stand for EM-200 series trainers	167.00	\$ 167.00
1	E-EM-200-22_052166	Electude license for EM-200-22	1,210.00	\$ 1,210.00
1	EM-330-1_052616	Fuel Injection and GM Engine Management Trainer	12,852.00	\$ 12,852.00
1	E-EM-330-1_052616 E-EM-330-1_052616	Electude license for EM-330-1	1,210.00	\$ 1,210.00
1	EM-140C-HY02A_035024	2016-2012 Accent or Rio 1.6L engine trainer with AC Application Make: Hyundai or Kia Model: Accent or Rio Year range: 2012+ Displacement: 1.6L Number of cylinders: 4 Description: gasoline direct injection Transmission: either manual or automatic Standard Equipment: Integrated breakout box Automatic regulated battery charger Instrument panel protection	20,247.00	\$ 20,247.00
1	52998 EM-140-14-EV	A/C system sight glasses w/H-Block	1,168.00	\$ 1,168.00
1	52672 EM-254 A/C	Manual fault box for HVAC	281.00	\$ 281.00
1	52910 EM-140-09 Sight	Coolant Flow Sight Glass	332.00	\$ 332.00
1	53147 EM-140-20 shelf	Scanner shelf for handheld scan tools (not laptops)	133.00	\$ 133.00
1	53150 EM-140-21 key	Secondary key for engine bench with programming	318.00	\$ 318.00
1	52827C EM-1240 Custom	Custom Forklift Bars Set	106.00	\$ 106.00

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1	52931G4FD EM-250-2G4FD	Electronic fault box for G4FD engine	2,035.00	\$ 2,035.00
1	24498-2 EM-1200-GDI	Vinyl dust cover for G4FD (GDI)	371.00	\$ 371.00
1	EC-2001- 02_053016	Cutaway scroll type AC compressor with slipping clutch - Honda	1,750.00	\$ 1,750.00
1	EM-2000- YF_053094	AC system trainer with H-Block, R1234YF	13,923.00	\$ 13,923.00
1	24586 EM-1200-2000	Vinyl dust cover for EM-2000	281.00	\$ 281.00
1	EC-1101- 1_052634	Cutaway manual transmission - Ford 5 speed	5,569.00	\$ 5,569.00
1	EM-122- 1_052621	Four-wheel Honda ABS trainer	10,608.00	\$ 10,608.00
1	EM-200- 28_053054	Driveshaft working angle trainer	3,055.00	\$ 3,055.00
1	EC- 1103A_052685	Cutaway 4x4 drive train with automatic transmission	23,292.00	\$ 23,292.00
1	MP-1918- 1D_053038	Double sided CAN bus multiplex system trainer	15,810.00	\$ 15,810.00
1	EM-140S- GM01A_052619	2010-2009 Cobalt or G5 2.2L engine trainer with AC	15,295.00	\$ 15,295.00
1	24499 EM-1200-Ecotec	Vinyl dust cover for GM Ecotec	371.00	\$ 371.00
1	52672 EM-254 A/C	Manual fault box for HVAC	281.00	\$ 281.00
1	52827 EM-1240 Ecotec	Forklift Bars Set for Ecotec - kit	106.00	\$ 106.00
1	52866 EM-140-15	Electric Assist Power Steering	743.00	\$ 743.00
1	52910 EM-140-09 Sight	Coolant Flow Sight Glass	332.00	\$ 332.00
1	52998 EM-140-14-EV	A/C system sight glasses w/H-Block	1,168.00	\$ 1,168.00
1	52931 EM-250-2A Ecotec	Electronic fault box for PCM and HVAC	2,035.00	\$ 2,035.00
1	53147 EM-140-20 shelf	Scanner shelf for handheld scan tools (not laptops)	133.00	\$ 133.00

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1	53150 EM-140-21 Key	Secondary key for engine bench with programming	318.00	\$318.00
1	53185 EC-1120	Cutaway hydraulic clutch system trainer	4,406.00	\$4,406.00
1	EM-1100-052340	Planetary gear set trainer	1,005.00	\$1,005.00
1	NA	Parts and Service program software	120,000	\$120,000.00
Total				\$273,566

	Quantity	Cost	Total Cost
Firefighter/EMT – Combined & Paramedic			
Ares Adult Simulation manikin	1		\$39,708
Pediatric simulation manikin	1		\$67,910
Narcotics Box	1		\$200
Airway Bag	1		\$11,550
Drug Box	1		\$400
RSI Box	1		\$200
Interior Compartment	1		\$1,575
Pediatric Bag	1		\$225
Cardiac Monitor	1		\$9,000
Trauma Supplies	1		\$575
Jump Bag	1		\$375
Other Supplies	1		\$725
Exterior Compartment	1		\$6,750
Airway trainers - Adult	6	\$2,300	\$13,800
Airway trainers – infant	6	\$607	\$3,542
Adult Crisis Manikin (low fidelity)	5	\$3,700	\$18,500
IV Training arms	6	\$395	\$2,370
IO Trainers Humerus	2	370	\$740
IO Trainer - Infant	2	1,000	\$2,000
Adult (2), Child (1), Infant (2) CPR Manikins (Prestan Family Pack)	11	\$535	\$5,885
AED	6	\$90	\$540
Video equipment for recording practicums for review	1 set		\$3,995
GoPro video equipment	2	\$400	\$800
Batteries and charger for stretcher	1		\$2,000
Stop the Bleed Kit trainers	10	\$125	\$1,250
Consumable soft supplies	-		\$10,000
R62981 Draeger SCBA	7	\$3,391	\$23,737
R62986 Draeger Mask	7	\$243	\$1,701
3356555 Draeger HUD	7	\$160	\$1,120
R62938 Draeger 2216 Cylinder	14	\$620	\$8,680
3363672 Draeger Buddy Breather	7	\$286	\$2,002
R56230 Draeger voice amp	7	\$439	\$3,073
Hose line training system	1		\$20,985
Wireless remote control	1		\$4,995
Christmas tree fire	1		\$4,995
Vehicle fire – smoke/sound effects	1		\$20,900
Extraction equipment	1		\$30,000
Storage unit-state bid	1		\$35,000

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Storage unit outfitting for equipment and training	1		\$15,000
Truck-state bid	1		\$44,000
Delivery			\$4,000
Total			\$424,803
Civil Engineering Technology			
Trimble Total Station System	3	11,300	\$33,900
Total			\$33,900
Advanced Manufacturing			
JM-Base-Elec 110V	6	26,663	\$159,978
77-1201-0000 Learning modules	1	995	\$995
Installation and Freight	-		\$3,930
50-1201-003 Hosting Cloud server support	-		\$2,500
Total			\$164,403
Welding Technology			
Multi-process welder XMT 350 or similar model	5	5,784	\$28,920
Multi-process flextech or similar	5	5,770	\$28,850
Welder ranger 250 GXT or similar	3	4,125	\$12,375
Total			\$70,145
Costs for Equipment >\$5,000 and <\$5,000			
Total Equipment Costs			\$969,817

4. Approvals and Authority – see DEO application



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Workforce Statistics

Community Planning, Development & Services

Employment Projections

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Workforce Statistics Data Releases

About Workforce Statistics

Data Center

Statistical Programs

- New User Guide to Labor Market Information (LMI)
- Quarterly Census of Employment and Wages
- Current Employment Statistics
- Local Area Unemployment Statistics
- Occupational Employment Statistics and Wages
- Employment Projections

Florida Census Data Center

- Florida Census Data
- Hurricane Recovery Occupations
- U.S. Census & Demographic Data
- Labor Shed Reports

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Publications and Reports

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Projections' Video



Separations Method Overview

Employment Projections User Guide

Employment Projections Data

2018 - 2026 Statewide and Regional Projections

CareerSource Chipola (3)

2018 - 2026 Projections Dashboard

Resources (Dictionary / Crosswalks / Coding Structures)

Select an Option

US Bureau of Labor Statistics Separations Method FAQ

Note: The 2018 - 2026 Projections were calculated prior to Hurricane Michael and do not reflect any effects of the disaster.

if you have questions about the projections program contact us at projections@deo.myflorida.com.

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INDUSTRIES GAINING THE MOST NEW JOBS

WORKFORCE DEVELOPMENT AREA 3 - CALHOUN, HOLMES, JACKSON, LIBERTY, AND WASHINGTON COUNTIES

Rank	NAICS Code	NAICS Title	Employment			Percent Growth
			2018	2026	Growth	
1	722	Food Services and Drinking Places	2,194	2,450	256	11.7
2	621	Ambulatory Health Care Services	1,061	1,265	204	19.2
3	930	Local Government	5,204	5,383	179	3.4
4	238	Specialty Trade Contractors	984	1,136	152	15.5
5	623	Nursing and Residential Care Facilities	1,482	1,613	131	8.8
6	541	Professional, Scientific, and Technical Services	695	797	102	14.7
7	624	Social Assistance	724	825	101	14.0
8	622	Hospitals	427	496	69	16.2
9	561	Administrative and Support Services	907	972	65	7.2
10	237	Heavy and Civil Engineering Construction	592	637	45	7.6
11	441	Motor Vehicle and Parts Dealers	515	560	45	8.7
12	813	Religious, Grantmaking, Civic, Professional, and Similar Organizations	658	702	44	6.7
13	321	Wood Product Manufacturing	588	632	44	7.5
14	445	Food and Beverage Stores	805	843	38	4.7
15	423	Merchant Wholesalers, Durable Goods	243	272	29	11.9
16	444	Building Material and Garden Equipment and Supplies Dealers	352	377	25	7.1
17	611	Educational Services	187	211	24	12.8
18	446	Health and Personal Care Stores	205	228	23	11.2
19	524	Insurance Carriers and Related Activities	162	181	19	11.7
20	111	Crop Production	223	239	16	7.2



Florida House of Representatives Representative Brad Drake

District 5

372 Highway 83 North
DeFuniak Springs, Florida 32433
(850) 951-0547 Fax (888) 284-8428

209 House Office Building
402 South Monroe Street
Tallahassee, Florida 32399
(850) 717-5005

October 21, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College
3049 Indian Circle
Marianna, FL 32446

Re: 2019-2020 Jobs Growth Application

I am pleased to offer this letter of support for Chipola's proposal to implement a STEM Career Pathways Hub (the Hub). As the State of Florida Representative for District 5 I continue to seek ways to serve my region, which was severely hit by Hurricane Michael on October 10, 2018. Chipola College's concept for the Hub is to serve my district's residents and businesses in a large and rural geographic region. The Hub is both on- and off- campus, and will focus on automotive technology, civil engineering, advanced manufacturing, firefighting/emergency medical technician, paramedic, and welding careers. The addition of a mobile training unit for use in such a rural community for career exploration will provide a means for high school and adult learners to determine their training program of choice. The Hub will also provide for additional certification opportunities for students. Those students who elect to complete completion exits will have employment choices should they leave prior to completing a full program of study.

The STEM Career Pathways Hub will also support economic development efforts in the region. Hurricane Michael is still creating issues in northwest Florida, and specifically the counties served by my district and Chipola College. This event has made retraining of displaced workers a priority. Also, continuing support of high school students and career changers – such as military veterans – through exploration using the simulation labs in the mobile unit is a priority, as new workers will be needed to replace an aging population in the panhandle.

My office has continued to fight for hurricane ravaged northwest Florida. I support this project to further efforts to get these students, residents, businesses, and communities back up on their feet.

My office and staff look forward to assisting Chipola with this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Brad Drake".

Brad Drake, State Representative
District 5

NEAL P. DUNN, MD
2ND DISTRICT, FLORIDA

COMMITTEE ON AGRICULTURE
COMMITTEE ON VETERANS' AFFAIRS
COMMITTEE ON SCIENCE,
SPACE, AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515-0902

840 WEST 11TH STREET
SUITE 2250
PANAMA CITY, FL 32401
(850) 785-0812

390 SOUTH ADAMS STREET
TALLAHASSEE, FL 32301
(850) 891-8610

316 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-6235

October 18, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College
3049 Indian Circle
Marianna, FL 32446

Dear Dr. Clemmons and Dean Gilmore,

Thank you for the opportunity to write this letter in support of Chipola as you pursue funding to implement a STEM Career Pathways Hub (the Hub).

If funding is awarded, the Hub will serve both on- and off- campus, and will focus on automotive technology, civil engineering, advanced manufacturing, firefighting/emergency medical technician, paramedic, and welding careers. The addition of a mobile training unit for use in such a rural community for career exploration is an excellent idea and will provide a means for high school students and adult learners to determine their training program of choice. The Hub will also provide for additional certification opportunities for students.

The STEM Career Pathways Hub will also support economic development efforts in the region. Hurricane Michael is still creating issues in Northwest Florida including the counties served by Chipola College. It has made retraining of displaced workers a priority. Additionally, continuing to support high school students and career changers, to include military veterans, through exploration using the simulation labs in the mobile unit is a priority.

The STEM Career Pathways Hub is designed to strengthen and sustain programs that train employees for existing manufacturing, other businesses and support economic development efforts in the region. Stability can provide flexibility and program growth as economic development and businesses grow and change.

Thank you for your consideration of this worthwhile request. If I can be of assistance to you, please do not hesitate to reach out to my office.

Sincerely,



Neal Dunn, M.D.
Member of Congress



October 21, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College

Re: 2019-2020 Jobs Growth Application

Rex Lumber is pleased to offer this letter of support for Chipola's proposal to implement a STEM Career Pathways Hub. The use of the mobile training unit for career exploration is an excellent idea, providing a means for high school and adult learners to determine their training program of choice.

Hurricane Michael has made retraining of displaced workers a priority and hiring for many different positions continues to be a struggle. At Rex Lumber we are aware that many residents have had to permanently or temporarily move due to damage to homes and businesses. With all the damage in our area from Hurricane Michael, our facility could not be busier due to market demand for wood products. In addition to our two Florida mills, Rex Lumber has grown new facilities and we continue to seek employees interested in a career in the lumber industry.

The STEM Career Pathways Hub is designed to support existing programs and grow additional occupational completion points to employment. Sustaining programs that support existing manufacturing and other businesses is the imperative at this time. At Rex Lumber we support skills training and believe in a strong work ethic as well as a team building approach by employees. A relationship with Chipola College's advanced manufacturing program instructor and students can provide for a positive reciprocal relationship.

Rex Lumber is committed to assisting Chipola with this project by:

- Curriculum and program advising as needed
- Assisting with identification of potential students
- Financial support through the donation of \$80,000 in scholarship funds
- Supporting the use of the mobile training unit at Rex Lumber for incumbent worker professional development
- Providing paid internships for full- or part-time students who desire to work in our industry

Graceville
850.263.2056

Bristol
850.643.2238

Brookhaven
601.833.1990

Corporate
850.263.4457

The disruption caused by Hurricane Michael will strengthen our relationship as we work together to find ways to retrain the individuals who are committed to building a stronger panhandle.

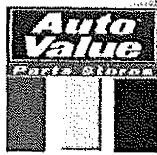
We look forward to assisting Chipola with this project.

Sincerely,

Caroline M. Dauzat
Owner, Rex Lumber

Post Office Box 7
Graceville, Florida 32440

REX-LUMBER.COM



TRI-STATES AUTOMOTIVE WAREHOUSE, INC.

October 16, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College

Re: Jobs Growth Proposal

Tri-States Automotive is pleased to support this request to fund the Career Pathways STEM Hub project at Chipola College. Please see my September 11, 2018 email (attached) supporting the proposal, curriculum, and the wage value to Tri-States employees. This information has not changed except that finding local residents to hire has become difficult since Hurricane Michael hit the Florida panhandle October 10, 2018. We look forward to learning of this funding initiative and will work with you to develop the Automotive Technology program occupational completion point certificate for service advisor. Tri-States will assist with:

- Advising;
- Referring students / employees;
- Participating in an internship program;
- Assisting with development of the curriculum, lesson plans, and software;
- Providing sample materials for use in the classroom.

Thank you,

Kelly Connolly
President



October 11, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College

Re: Jobs Growth Proposal

Miller & Miller Chevrolet GMC is pleased to provide this letter of support for the proposal Career Pathways STEM Hub. It is exciting to be a part of Chipola's ongoing efforts to serve students and the business community. Miller & Miller has supported the Automotive Technology program as a member of the advisory committee for many years. We have also provided on-the-job training internships to program students.

It is unfortunate that Hurricane Michael has also created a demand for training of displaced workers. We understand that the STEM Hub will provide part of the solution to this new problem, and include a mobile unit that will provide for career pathway exploration and simulation training, and that the Automotive Technology program will benefit with new equipment and technology. The sales / advisor occupational completion point will be a welcome addition to the program. Training options will ensure that students receive the preparation and knowledge they will need to successfully enter the workforce.

Our company is willing to assist the Workforce Department at Chipola College in any way possible to train area residents and keep them employed in the panhandle. Please let me know of any additional ways in which Miller & Miller can support the ongoing training efforts at Chipola College. I look forward to working with you on this project.

Sincerely,



Ricky Miller



October 18, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College

Re: 2019-2020 Jobs Growth Application

Opportunity Florida is pleased to offer this letter of support for Chipola's proposal to implement a STEM Career Pathways Hub. The use of the mobile training unit for career exploration is an excellent idea and will provide a means for high school and adult learners to determine their training program of choice.

The STEM Career Pathways Hub will also support economic development efforts in the region. Prior to Hurricane Michael, economic development efforts focused on the supersite located in Jackson County. While this property continues to provide opportunities for the region, the recent hurricane has made retraining of displaced workers a priority. Also, continuing support of high school students and career changers – such as military veterans – through exploration using the simulation labs in the mobile unit is a priority, as new workers will be needed to replace an aging population in the panhandle.

The STEM Career Pathways Hub is designed to support existing programs and grow additional occupational completion points. Sustaining programs that support existing manufacturing and other businesses is the imperative at this time. Stability can provide flexibility and program growth as economic development and businesses grow and change.

Opportunity Florida is committed to assisting Chipola with this project by:

- Advising as needed
- Assisting with identification of potential students
- Connecting Chipola with area businesses seeking training assistance for existing and new employees
- Connecting Chipola with public and private venues to establish the mobile training unit, in which the public can explore career pathways and training options
- Connecting Chipola with human resources materials from employers seeking to fill positions

Opportunity Florida and Chipola College have had a strong relationship for many years. The disruption caused by Hurricane Michael has only strengthened our relationship as we work together to find ways to create a pipeline of workers and building a stronger panhandle region.

We look forward to assisting Chipola with this project.

Respectfully,

Roy S Baker
Business Development Coordinator

Gift Agreement

This Gift Agreement (the "Gift Agreement" or "Agreement") is made effective as of this ___ day of _____, 201___, by and between **Gulf Power Foundation, Inc.**, whose address is 500 Bayfront Parkway, Pensacola, FL 32501 (the "Donor"), and **Chipola College Foundation, Inc.**, whose address is 3094 Indian Circle, Marianna, Florida 32446 (the "Donee").

RECITALS

- A. Donee is a not-for-profit corporation organized under the laws of Florida.
- B. Donee is a charitable organization exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").
- C. Donor is a not-for-profit corporation organized under the laws of Florida.
- D. Donor is a charitable organization exempt under Section 501(c)(3) of the Code.
- E. Donor is interested in donating the sum of Ten Thousand Dollars (\$10,000.00) per year for a total of five (5) years for the purpose of providing support for the charitable purposes and activities of the Donee specifically related to Chipola College Engineering Technology Program pursuant to the terms of this Gift Agreement.

NOW, THEREFORE, the parties agree as follows:

1. **Recitals.** The recitals set forth above are true and correct and are incorporated herein by reference.
2. **Donor Commitment.** The Donor hereby pledges to the Donee the sum of Ten Thousand Dollars (\$10,000.00) (the "Donated Property") per year over a five (5) year period, which is designated for the benefit of Donee restricted to Chipola College Engineering Technology Program.
3. **Payment.** It is further understood and agreed that the gift will be paid in full on or before October 1 of each year with the final payment being on or before October 1, 2022. It is also understood and agreed that the gift funds as received may be invested by the Donee as it shall best determine and shall be considered restricted to the Chipola College Engineering Technology Program to be used as follows:
 - Training Equipment: \$5,000
 - Supplies and Consumables: \$2,000; and
 - Training Materials and Software: \$3,000.
4. **Donor's Representations.** Donor hereby represents that as of the date hereof:



November 4, 2019

Dr. Sarah Clemmons
Dean Darwin Gilmore
Chipola College

Re: Jobs Growth Proposal

Gadsden County Emergency Services is pleased to provide this letter of support for the proposal to develop a STEM Career Pathways Hub. It is exciting to be a part of Chipola's ongoing efforts to serve students and the business community. Our agency has supported the Firefighting and Emergency Medical Technician and Paramedic programs as a member of the advisory committee for many years. Our agency has also provided on-the-job training clinical time for program students.

It is unfortunate that Hurricane Michael has also created a demand for training of displaced workers. Our agency supports the multi- delivery platform solution offered by the STEM Career Pathways Hub. On- and off-campus flexibility to train new and incumbent employees will be a benefit to agencies/companies like ours; it is often difficult to allow time for employees to seek professional development hours in this critical career field. The Fire/EMS program will benefit with new equipment and technology. New equipment is critical to these career fields; the equipment will ensure that students – as new professionals – have the knowledge and skills to save lives. The programs will ensure that students receive the preparation and knowledge they will need to successfully enter the workforce.

Our agency is willing to assist the Workforce Department at Chipola College in any way possible to train area residents and keep them employed in the panhandle. Please let me know of any additional ways in which our can support the ongoing training efforts at Chipola College. I look forward to working with you on this project.

Sincerely,

Christopher Murray

Christopher Murray, BS, EMT-P
EMS Division Chief