



**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.

Entity Information

Name of Entity: Pensacola State College

Federal Employer Identification Number (if applicable) ██████████

Contact Information:

Primary Contact Name: Deborah Douma

Title: Dean, Grants & Federal Programs

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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:

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.

The Greater Pensacola Career Pathways (GPCP) initiative
See attached for detailed description.

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

See attached.

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

See attached.

- D. Does this proposal support a program(s) that is offered to the public?

Yes No

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

See attached.

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

Yes No



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

See attached.

2. Additional Information:

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.

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

Yes No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

See attached.

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

Yes No

If yes, please indicate the occupation(s) with which the proposal aligns.

If no, with which occupation does the proposal align?

See attached.



D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).

If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.

If computer-based, identify the targeted location(s) (e.g. city, county, statewide) where the training will be available.

See attached.

E. Indicate the number of anticipated enrolled students and completers.

See attached.

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

Begin Date: See attached. End Date: See attached.

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

See attached.

H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code if applicable.

See attached.



I. Does this project have a local match amount?

Yes No

If yes, please describe the entity providing the match and the amount.

See attached

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

Statewide Articulation Agreement example; Greater Pensacola Career Pathways document example: Greater Pensacola GAP Analysis: Letters of Support +

3. Program Budget

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

A. Workforce Training Project Costs:

Equipment	\$ 530,750		
Personnel	\$ 2,336,753		
Facilities	\$ 641,222		
Tuition	\$ 473,400		
Training Materials	\$ 645,801		
Other	\$ 280,783	Please Specify:	<u>Attachment</u>
Total Project Costs	\$ 4,908,710		

B. Other Workforce Training Project Funding Sources:

City/County	\$		
Private Sources	\$		
Other (grants, etc.)	\$ 3,048,200	Please Specify:	<u>Attachment</u>
Total Other Funding	\$ 3,048,200		
 Total Amount Requested	 \$ 1,860,510		

Note: The total amount requested must equal the difference between the workforce training project costs in 3.A. and the other workforce training project funding sources in 3.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.

See attached.

4. Approvals and Authority

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

Board approval for grant pursuit received 8/2017. Agreement would be reviewed by PSC attorney for President's signature and presented to Board as an information item.

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



I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity.

Name of Entity: Pensacola State College

Name and Title of Authorized Representative: C. Edward Meadows, President

Representative Signature: 

Signature Date: 9/14/2017

1. Program Requirements

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

The *Greater Pensacola Career Pathways* (GPCP) initiative, with Pensacola State College (PSC) as lead, in partnership with George Stone Technical Center (GSTC) and The School District of Escambia County, FL (ECSD), CareerSource Escarosa (Region 1 workforce board), and FloridaWest Economic Development Alliance (FloridaWest), in collaboration with local business and industry, such as Gulf Power Company, Global Business Solutions, Inc. (GBSI), VT Mobile Aerospace Engineering (VT MAE), Skanska, Baptist Hospital, App River, Techsoft, Home Builders Association of West Florida, Northwest Florida Manufacturers Council (NWFMC), and IT Gulf Coast and Innovation Coast, will increase the attainment of industry-recognized credentials and degrees required to enter and advance in the workforce through traditional and non-traditional methods of delivering training and education in the targeted industries and occupations, including aviation maintenance, nursing, transportation, advanced manufacturing, welding, construction trades, and cybersecurity/information technology.

This project was created in response to identified deficiencies in Workforce Board Region 1 (Escambia and Santa Rosa counties) caused by events such as Hurricanes Ivan and Dennis, the economic recession and the Deepwater Horizon Oil Spill. Primarily, there is the need to diversify our economy, historically heavily reliant on the tourism industry, so that we are poised to withstand future natural and man-made disasters. The Greater Pensacola Chamber of Commerce's *2014 Labor Market Analysis* provided a gap analysis leading to the identification of specific Career Pathways. This was followed by the development of a website for awareness and promotion of the Career Pathways (<http://www.greaterpensacolacareerpathways.com/>) – Advanced Manufacturing; Aviation & Aerospace; Business, Professional & Financial Services; Construction; Energy; Healthcare; Hospitality; and Information Technology & Cybersecurity – followed by the 2016 alignment of the K-12 career academies with postsecondary opportunities. Therefore, this project, continuing the diversification evolution, addresses the needs of employers from a variety of industry sectors and occupations, as identified by FloridaWest EDA, CareerSource EscaRosa, Enterprise Florida and Department of Economic Opportunity (DEO).

This program will enhance efforts to move under- and unemployed individuals into high-wage/high-skill industry jobs through a variety of training mechanisms, including the use of community-based, connected classroom technology, postsecondary technical hands-on training, mobile learning labs, and training boot camps. Eligible participants will receive intensive case management through the partnership with CareerSource Escarosa.

Broadcasting and receiving studios placed throughout the community will provide an easily accessible and cost efficient means to facilitate training, learning and instructing at virtually any time, increasing the accessibility of training for program participants.

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

The majority of education and training provided in this proposal will be delivered through postsecondary educational and training programs at Pensacola State College campuses, centers and satellite locations enabled with connected classroom technology, and at George Stone Technical Center.

This proposal includes students who are high-school seniors participating in selected ECSD Career Academies and entering the workforce during the established project period. Focusing on the career pathways will allow secondary students who earn industry recognized certifications in high skill/high wage occupations to immediately enter the workforce while continuing with postsecondary education in technical areas offering degrees and stackable certifications. For example, Statewide Articulation Agreements (example attached) provide for secondary students in the Automation and Production Technology Academies at Northview High School and Pensacola High School who earn the Manufacturing Skill Standards Council Certified Production Technician Certification (MSSC CPT) to automatically articulate to 15 postsecondary hours in engineering technology, accelerating the student's progression through the career pathway while concurrently meeting the needs of employers (Articulation Agreement attached).

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

This project addresses the needs of multiple employers from a variety of industry sectors and occupations, as identified by FloridaWest EDA, CareerSource EscaRosa, Enterprise Florida and Department of Economic Opportunity (DEO). Project participants will demonstrate their transferable, sustainable workforce skills through the attainment of nationally recognized industry certifications. Each of the occupations and industries addressed below are responding to a critical need, as illustrated in *Florida Jobs 2030*, for the development of a skilled workforce for multiple employers in the region, which will be made possible with the increased capacity and enhanced training with the resources provided by this proposed project.

Advanced Manufacturing. For example, the MSSC CPT certification is a certification which prepares individuals for entry level employment across all manufacturing sectors. In 2015, the Manufacturing Institute's third Skills Gap Study indicated that nearly 3.5 million manufacturing jobs nationwide would likely need to be filled between 2015 – 2025; the identified skills gap is expected to result in 2 million of those jobs being unfilled.¹ The NWFMC addresses the common interests of the region's manufacturers, small and large, and they continually express a need to fill the skills gap in manufacturing caused by exiting baby boomers. It is predicted that over the next 10 years, there will be a double digit increase in the need for machinist and team assemblers (Escambia County: +10%; Santa Rosa County: +14%).²

IT/Cybersecurity. Project participants will earn IT certifications such as CompTIA Security +. This certification meets stringent government standards, is approved by the U.S. Department of Defense, and is globally recognized. CompTIA Security + is the first step in the IT security career pathway because it ensures the certificant understands the essential principles for network security and risk management. Pensacola, under the leadership of Pensacola State College, was recently named one of the White House TechHire Communities. The mission of the 24-member Innovation Coast is to grow, sustain and showcase the vibrant community of technology companies and professionals in Pensacola. In March 2017, the ISACA (previously known as Information Systems Audit & Control Association), a non-profit information security advocacy group, predicted that there would be a global shortage of 2 million cyber security professionals by 2019, and in the U.S., 40,000 jobs for

¹ <https://www2.deloitte.com/us/en/pages/manufacturing/articles/boiling-point-the-skills-gap-in-us-manufacturing.html>

² EMSI Q3 2017 Data Set, production occupations; <http://www.economicmodeling.com>

information security analysts and 200,000 other cyber-security related positions go unfilled.³ Last year, Pensacola joined Tallahassee and Miami when it was chosen in the third wave of White House Tech Hire Communities in Florida. Providing project participants with the opportunity to earn high-skill based certifications in IT security fields ensures Pensacola will meet the TechHire Community goals and best help member businesses of Innovation Coast grow the local IT economic sector. IT/Cybersecurity occupations in the region are projected to increase significantly over the next 10 years (Escambia County: +13%; Santa Rosa County: +18%).⁴

Construction Trades. Earning the National Center for Construction Education and Research (NCCER) Core is a prerequisite to all Level 1 craft curriculum providing instruction in safety, communication skills, and construction drawings, preparing individuals for apprenticeships and entry level positions in any construction craft. This project provides students with the ability to earn the Core certification, followed by the NCCER Carpentry 1 stackable certification, which is desirable by construction companies. A 2015 national survey by the Associated General Contractors of America revealed that nearly 80 percent of construction businesses have had a hard time finding qualified skilled labor.⁵ Locally, employers such as *Skanska USA Civil Southeast, Inc.* which is looking for hundreds of workers to complete the four-year, \$400 million Pensacola Bay Bridge project, value the skills provided by NCCER training. Further, the *Home Builders Association of West Florida* indicates a continued increase in the need for a trained construction workforce in our community. Even without consideration of these new local projects, the need for individuals in construction related occupations, such as carpenters, HVAC, plumbers, and painters will increase 6%.⁶ This project's inclusion of NCCER certifications will ensure the addition of skilled construction employees to the local workforce talent pool.

Aviation. In April 2017, Oliver Wyman, a global management consulting firm, has predicted that a shortage of aviation mechanics within the next decade, due mainly to the aging baby boomer workforce, will threaten the projected expansion and modernization of airline fleets around the world.⁷ The FAA 147 Airframe and Powerplant Mechanic certification earned by project participants is globally recognized and required of aviation mechanics working on any commercial aircraft flown within United States airspace. *VT MAE* is bringing approximately 400 jobs to the aviation maintenance field at the Pensacola International Airport. Aviation maintenance is a high-skill and high-wage field that will provide project participants with a relatively expedient pathway to a globally marketable employment status.

Transportation. In March 2017, the American Trucking Association cited approximately 48,000 unfilled trucker positions nationwide, and predicts that the freight driver shortage could grow to more than 170,000 vacancies by 2025.⁸ In Florida alone, about 70% of all freight and/or commerce is

³ <https://www.forbes.com/sites/jeffkaufman/2017/03/16/the-fast-growing-job-with-a-huge-skills-gap-cyber-security/#707125515163>

⁴ EMSI Q3 2017 Data Set, IT/Cybersecurity occupations, <http://www.economicmodeling.com>

⁵ <https://www.tradesmeninternational.com/news-events/the-construction-labor-shortage-where-did-all-the-skilled-labor-go/>

⁶ EMSI Q3 2017 Data Set, construction occupations, <http://www.economicmodeling.com>

⁷ <https://www.forbes.com/sites/oliverwyman/2017/04/24/looming-aircraft-mechanic-shortage-may-threaten-the-growth-of-the-global-fleet-and-raise-costs/#7e71eabb4984>

⁸ <http://cerasis.com/2017/03/17/freight-driver-shortage/>

transported via trucks.⁹ The Class A Commercial Driver’s License earned by individuals enrolled in the project’s transportation program will qualify them to drive interstate tractor-trailers utilized by a variety of industries nationwide. According to the Florida Economic Opportunity, Bureau of Labor Market Statistics (2016-2024 projections), the need for Heavy and Tractor-Trailer Truck Drivers in Escambia and Santa Rosa counties will grow by 7.4% resulting in 334 job openings. In addition, the demand for other driving occupations requiring a Commercial Driver’s License (CDL), such as School or Special Client bus drivers, will increase 7.2% resulting in 757 openings in Escambia and Santa Rosa counties. CareerSource Escarosa reports that they are receiving continuous requests from employers seeking CDL Licensed drivers, and these job orders are going unfilled due to a lack of qualified candidates. That local need is projected to only increase over the next 10 years (Escambia County: 3%; Santa Rosa County: 19%).¹⁰

Healthcare. The project’s service area, Escambia and Santa Rosa counties, has the largest cluster of healthcare and life sciences jobs between Houston and Tampa on the Gulf Coast. Anchored by five public hospitals (Sacred Heart Health System, Baptist Health Care, Santa Rosa Medical Center, Gulf Breeze Hospital, and West Florida Hospital) and compounded by the Navy Hospital and VA Joint Ambulatory Clinic, the healthcare sector in Pensacola is the largest employer outside of the U.S. Department of Defense. Nursing and healthcare occupations are expected to be especially affected by the large numbers of baby boomers retiring every day – 40% of practicing nurses are over the age of 55.¹¹ Individuals eligible for employment in health care find their skills are highly valued, and those who are interested in pursuing careers in nursing and other healthcare fields, often begin their career pathway in entry level programs which provide immediate opportunities for employment – Phlebotomy, which meets the requirements for taking the Phlebotomist National Certification Exam; Medical Assisting, which meets the requirements for becoming a Certified Medical Assistant; and, Patient Care Technician, which certifies individuals for employment as advanced cross-trained nursing assistants.

Welding. The U.S. Department of Labor has predicted that there will be an additional 14,400 welders needed during the ten-year period ending in 2024.¹² Welding students who earn American Welding Society certification are eligible for entry level employment nationwide in diverse settings. After attainment of the initial certification, students can advance through the career pathway by earning additional endorsements such as structural steel, bridge welding, railroad, aerospace, pipeline, and pressure vessel. Local and regional employers who have indicated challenges in meeting their needs for a skilled workforce include Performance, Patti Marine, Skanksa, Offshore Inland, Austal, and Ingalls Shipbuilding. Welding and structural metal fabricator occupations are expected to increase over the next 10 years (Escambia County: +5%; Santa Rosa County: +19%).¹³

Overview. Local employers face public relations nightmares when they go outside of the local community to hire, but are frustrated by the lack of qualified applicants from the local region to fill technical and skilled positions. Credentials will be embedded within high-wage/high-demand, stable career pathways, and offered in technology-enabled, applied learning settings. Attainment of

⁹ <http://www.drivearmellini.com/Truck-driver-shortage-throughout-Florida.asp>

¹⁰ EMSI Q3 2017 Data Set, heavy and tractor-trailer truck drivers; <http://www.economicmodeling.com>

¹¹ <http://www.healthleadersmedia.com/hr/healthcare-staffing-outlook-strong-worker-demand-eyed-2017?page=0%2C1#>

¹² <https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm>

¹³ EMSI Q3 2017 Data Set, welders, metal fabricator occupations, <http://www.economicmodeling.com>

stackable certifications sustains an individual's advancement through the career pathway into higher skill and higher wage positions, allowing for greater economic self-sufficiency while responding to multiple employers' needs for a highly qualified stable workforce.

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

Pensacola State College, as the lead applicant for this project, is committed to providing quality, affordable, and accessible educational opportunities through a variety of delivery methods. The proposed project is based on criteria set out by the College's Strategic Goals and Institutional Priorities, specifically the following:

Strategic Goals (updated November 2016)

- A. The College will partner with appropriate educational, government, and business institutions to enhance economic and student development.
 - a. Enhance collaborative efforts with secondary schools, colleges, and universities, local government, military, and business and industry;
 - b. Develop and maintain university and secondary school articulation agreements; and,
 - c. Provide leadership in area economic development.
- B. Provide quality instruction through effective curriculum development, accessible delivery, and criterion-based assessment according to a common set of academic standards for each discipline.
 - a. Identify present and future workforce needs with special focus on high-demand, high-skill, and high-wage technical programs;
 - b. Create instructional programs based upon identified workforce needs and environmental scan of community; and,
 - c. Continually update and enhance technical programs through purchase of up-to-date training equipment, according to requests from instructors and recommendations from advisory committees.

Institutional Priorities (updated November 2016)

- (1) Enhance partnerships to further develop capabilities to better serve students and the community;
- (3) Enhance the quality of instructional programs and services by measurable increasing access to instructional programs and services through the use of technology, and maintaining a physical presence in strategic locations throughout the College service area;
- (4) Seek new financial resources; and,
- (6) Acquire new resources to maintain and upgrade existing facilities, construct new facilities to better support learning and student and community services, and enhance college programs and services.

George Stone Technical Center (GSTC), as a training partner for the project, serves the community as a provider of career and technical education by preparing individuals for rewarding careers and to provide businesses with a highly skilled workforce. That goal is reached by providing quality academic, career, and technical education opportunities for all learners through instruction that integrates rigor, relevance, and relationships. GSTC partners with local businesses and industries to ensure that training programs prepare students for high-skill, high-wage, and high-demand occupations, equipping graduates with the knowledge, skills, and work habits necessary to successfully enter the workforce.

The School District of Escambia County's career academies are small learning communities within middle or high schools that focus on a career pathway for a two-, three-, or four-year span. Students in a career academy take a mixture of career and academic classes each year and develop knowledge in a given industry, and, in most academies, have opportunities to earn industry certification relevant to the career academy.

Advisory committees are established for all vocational education programs at PSC, GSTC, and ECSD to provide assurance through technical assistance that (1) an occupational training program curriculum meets the needs of business, industry, labor, the progressions, technical trades, and/or the community it is designed to serve; and (2) the occupational training program graduates are capable of performing job-entry skills in the occupation in which they are trained. Vocational education advisory committees are made up community members from outside the field of education, representatives of the profession or occupation it represents, and representatives of the educational institutions. The advisory committees are tasked with advising vocational educators on the design, development, implementation, evaluation, maintenance, and revision of vocational education programs.

All courses and programs will have instructional integrity, meet the College's and School Districts' standards of excellence, and fit into frameworks that lead to student success. Determination of degree and certificate requirements involves adherence to state laws and rules, state curriculum frameworks, state common prerequisites, accreditation requirements, intended application of the certifications and/or degrees after graduation, transfer requirements, and business and industry needs.

All programs for which the state has established a curriculum framework will meet all requirements in the framework, including the number of credit hours or clock hours prescribed in the framework document.

G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs 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.

This project was created in response to identified deficiencies in Workforce Region 1 (Escambia and Santa Rosa counties) caused by the economic recession and the oil spill. Primarily, the need to diversify the regional economy so heavily reliant on the tourism industry so that we are poised to withstand future disasters.

Greater Pensacola Chamber's 2014 labor market gap analysis, revealed a demand for 1,092 of net new and replacement workers for Information Technology occupations, and 2,150 for Advanced Manufacturing industries. This analysis provided a pathway forward to require regional education and training providers to meet identified key market needs. Since then, the region has seen expansions in major companies, including Navy Federal Credit Union and VTMAE, both of which considered the region's ability to provide the technical workforce needed before expanding operations in NWFL. VTMAE is expected to infuse \$61.9 million a year into the local economy; NFCU's expanding economic impact is expected

to reach \$243 million by 2020 and has been transformative for our community (UWF Haas Center). Developing and diversifying Escambia County’s pro-jobs business climate requires creating a skilled workforce in the targeted industry sectors.

2. Additional Information:

A. Is this an expansion of an existing training program?

Truck driving is the only new training program in this project proposal. Funding from Florida’s Job Growth Grant will enhance the ability and increase the capacity of both Pensacola State College and the George Stone Technical Center/Escambia County School District to provide training in an array of programs to meet regional workforce needs. This project addresses the challenges, particularly of financial constraints, to provide instruction and training to individuals living in the far corners of the service area, and to keep training and technology current and relevant, in all of the addressed industry sectors, such as information technology/cyber security and healthcare.

Connected classroom technology with broadcasting and receiving studios placed throughout the community will increase enrollment capacity while providing an easily accessible and cost efficient means to facilitate training, learning and instructing at virtually any time, increasing the accessibility of training for program participants. Locating healthcare skills labs on each of the College’s campuses will increase the capacity to enroll students in entry level career pathway programs. A fully-equipped computer lab aboard a mobile workforce development training unit will allow for additional education components, such as literacy, customer service and soft skills training, to be delivered at locations convenient to both participants and employers. The purchase of IT equipment will enhance the capacity to deliver current, state-of-the-art instructions to students, ensuring they are highly qualified and prepared to enter the workforce.

B. Does the proposal align with Florida’s Targeted Industries?

- Aviation & Aerospace
- Financial & Professional Services
- Information Technology
- Life Sciences
- Manufacturing
- Logistics & Distribution

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

Table 1. Occupations on the Statewide and Regional Demand Occupations Lists							
SOC Code	HSHW	Occupational Title	Annual Percent Growth	Annual Openings	2015 Hourly Wage		EFI Targeted Industry?
					Mean	Entry	
493011	HSHW	Aircraft Mechanics & Service Technicians	1.40	19	27.24	20.47	Yes
472031		Carpenters*	3.17	2,632	17.40	11.97	No
151131	HSHW	Computer programmers	1.00	10	33.36	23.05	Yes
151121	HSHW	Computer Systems Analysts	NR	NR	39.80	28.13	Yes
151151		Computer User Support Specialists	1.70	21	18.42	12.25	Yes
119021	HSHW	Construction Managers	1.35	27	43.07	22.48	No

SOC Code	HSHW	Occupational Title	Annual Percent Growth	Annual Openings	2015 Hourly Wage		EFI Targeted Industry?
					Mean	Entry	
472111		Electricians	1.47	22	18.07	12.98	No
471011	HSHW	First-Line Superv. Of Construction and Extraction Workers	2.11	27	23.72	16.86	No
499021		Heating, AC and Refrigeration Mechanics and Installers	1.49	21	18.40	12.79	No
499041	HSHW	Industrial Machinery Mechanics	0.91	17	24.65	14.59	Yes
151122	HSHW	Information Security Analysts*	3.63	202	40.54	25.67	Yes
292061		Licensed Practical and Licensed Vocational Nurses	2.64	67	18.67	16.24	Yes
499071		Maintenance and Repair Workers, General	1.09	49	17.46	10.97	No
319092		Medical Assistants*	3.2	2,145	14.44	11.65	Yes
151142	HSHW	Network and Computer Systems Architects and Admins.*	1.21	428	39.24	25.62	Yes
472141		Painters, Construction and Maintenance	3.33	33	15.90	12.77	3
471152		Plumbers, Pipefitters, and Steamfitters	1.63	14	18.59	14.03	No
291141	HSHW	Registered Nurses	1.61	147	26.68	20.41	Yes
472181		Roofers*	2.68	1,000	15.49	11.63	No
533032		Truck Drivers, Heavy and Tractor-Trailer	1.22	37	16.67	12.74	Yes
151134	HSHW	Web Developers*	2.26	398	29.79	18.42	Yes
514121		Welders, Cutters, Solderers, and Brazers	1.46	13	16.83	12.77	Yes

*Statewide data only is available.
Source: 2016-2017 Regional Demand Occupations List, Workforce Development Area 1 – Escambia and Santa Rosa 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.

Both traditional and non-traditional methods of delivering training and education will be utilized. Classroom-based training may be provided at any one of the College’s three campuses (Pensacola, Warrington, and Milton) or three centers (Downtown, Century, and South Santa Rosa), located with the service area of Escambia and Santa Rosa counties, George Stone Technical Center’s campus located in the city of Pensacola in Escambia County.

Non-traditional methods include distance learning in which all course materials are delivered online via the College’s Learning Management System, Canvas; via hybrid method, in which course materials are delivered synchronously in a traditional classroom, complemented by asynchronous online delivery of

additional course materials; and, via an enhanced technology solution that distributes the immersive face-to-face classroom experience across classrooms, internet-connected computers and wireless devices, regardless of the location of the student.

E. Indicate the number of anticipated enrolled students and completers.

Total Participants (Grant Period): 1433
Total Completers (Grant Period): 957 (67%)
Projected Enrollments (5 years): 4299
Projected Completers (5 years): 2871

Program	Provider	Enrollments during Grant (Fall 2017 – Fall 2018)	Projected Enrollments (5 years)	Completers During Grant (Fall 2017 – Fall 2018)	Projected Completers (+5 years)
Advanced Manufacturing	PSC	70	210	30	90
Advanced Manufacturing	GSTC	40	120	25	75
Aviation	GSTC	75	225	70	210
Construction Programs	PSC	65	195	25	75
Construction Programs	ECSD	43	129	40	120
Information Technology/Cybersecurity	GSTC	60	180	50	150
Computer Information Technology	PSC	58	174	12	36
Cybersecurity	PSC	185	555	37	111
Computer Programming	PSC	55	165	11	33
Medical Assisting	PSC	50	150	32	96
Nursing	PSC	290	870	280	840
Patient Care Technology	PSC	132	396	92	276
Phlebotomy	PSC	80	240	80	240
Truck Driver Training	PSC	20	60	18	54
Welding	PSC	60	180	30	90
Welding	STC	75	225	70	210
3D Printing/Robotics	PSC	15	45	5	15
Boot camps	PSC	60	180	50	150

In addition, it is expected that 100 (PSC – 50; GSTC – 50) under- and unemployed individuals will receive project support to participate in GED preparation during the Grant budget period.

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

Table 3. Length of Programs			
Program	Length of Program	Beginning Date	Ending Date
Advanced Manufacturing	4 years (only counting Senior enrollments finishing Spring 2018 – ECSD)	August 2018	May 2018
	2 years (PSC)	Students may enter at any time	Varies
Aviation	2 years	August 2017	May 2019
Construction Programs	4 years (only counting Senior enrollments finishing Spring 2018 – ECSD)	August 2017	May 2018
Information Technology/Cybersecurity	7 mos – Cybersecurity (GSTC)	August 2017	March 2018
Computer Information Technology A.S.- Computer Information Technology	2 year	Students may enter these programs at any time	Varies
Certificate- Cable Technician	1 year		
Certificate- Networking Communications	1 year		
Certificate- Wireless Communications	1 year		
Cybersecurity A.S. Cybersecurity	2 year	Students may enter these programs at any time	Varies
Computer Programming A.S. Computer Programming and Analysis	2 year		
Certificate- Computer Programming	1 year		
Medical Assisting	3 semesters	Spring	Fall
Nursing	5 semesters	Fall, Spring, Summer	Fall, Spring, Summer
Patient Care Technology	2 semesters	Fall, Spring, Summer	Fall, Spring, Summer

Table 3. Length of Programs			
Program	Length of Program	Beginning Date	Ending Date
Phlebotomy	1 semester	Fall, Spring, Summer	Fall, Spring, Summer
Truck Driver Training	1 semester	Fall, Spring, Summer	Fall, Spring, Summer
Commercial Class "B" Driving			
Commercial Vehicle Driving	1 semester		
Welding*	2 years	August 2017	May 2019
3D Printing/Robotics (Engineering Tech)	2 years	Students may enter these programs at any time	Varies
Digital Manufacturing AS			
Engineering Tech Support Specialist	1 – 2 semesters		
*Rapid Response Training (i.e., 6 week certificates in subcategories of AWS training)			

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

This project will become a prominent collaborative force within the economic development sectors of Workforce Region 1. The project is ambitious, yet attainable and seamlessly integrates into the current operations of Pensacola State College, Escambia County School District, and CareerSource Escarosa. A number of factors contribute to the sustainability of the proposed project. Deliberate planning, through regular and frequent face-to-face meetings involving all of the partners, clarified a clear vision and program goals. Existing relationships have resulted in a truly transparent and collaborative partnership, and each component of the proposed project has a champion. The program design and implementation plan responds to identified needs within the community. Pensacola State College has a demonstrated capacity to provide the leadership necessary to implement and manage large grant projects, such as the five current long-term federally funded U.S. Department of Education TRIO programs, and past U.S. Department of Labor TAAACCT, Youthbuild, and Community Based Job Training grants.

Project funding allows for the investment in needed capital equipment to implement the proposed training programs. This is a long term investment. This equipment is expected to be productive well into the future, fully institutionalized with ongoing maintenance and upkeep fully integrated into regular operating budgets.

Increased capacity will provide the opportunity for increased program enrollments, generating revenue in the form of tuition and fees. Additional certifications earned by students will be submitted for available state funded payments to institutions. Project funds will increase the capacity of the education partners to deliver the training and skills requisite to meeting target industry workforce needs.

- H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code, if applicable.

Program	CIP Code	Certifications/Degrees
Advanced Manufacturing		MSSC CPT, OSHA 10
Aviation	Airframe – 0647060703 Powerplant – 0647060801	FAA Part 147 Airframe and Powerplant Mechanic
Construction Programs		NCCER Core and Carpentry Level 1
Information Technology/Cybersecurity	0511100302-(GSTC)	CompTIA Security +
Computer Information Technology	1511010307 0647010304 0611100206 0615030508	A.S.- Computer Information Technology Certificate- Cable Technician Certificate- Networking Communications Certificate- Wireless Communications
Cybersecurity	1511100306	A.S. Cybersecurity Possible Industry Based Certifications available: IC3 Computer Literacy and Microsoft Office Specialist; CompTIA Project+; Microsoft 70-680/70-688; Microsoft 70-410; Cisco CCENT; Cisco CCNA; CompTIA Security+; Cisco CCNA Security (IINS)
Computer Programming	1511020101 0511020200	A.S. Computer Programming and Analysis Certificate- Computer Programming
Medical Assisting	51.0801	CMA
Nursing	51.3801	NCLEX
Patient Care Technology	51.3902	CNA
Phlebotomy	51.1009	NHA Phlebotomy Tech Exam
Truck Driver Training	53.3033 53.3032	CDL
Welding	Welding Technology – 0648050805 (GSTC) Advanced Welding – 0648050806 (GSTC)	AWS certifications- 3G SMAW, 3G FCAW, 6G SMAW, 6G Tungsten
3D Printing/Robotics	15.0012/15.0405	

I. Does this project have a local match amount?

This project is truly a collaborative effort built on the strength of existing relationships within the education, nonprofit service, and workforce development agencies in the community.

Leveraged funds (in kind) total over \$2.8 million, and include:

Personnel (salary & benefits)	
PSC Program Faculty	\$1,849,975
ECSD Program Faculty	\$300,000
Facilities	
PSC (classroom/lab/faculty offices; sq ft*\$5.66/year) includes maintenance, utilities, security	\$357,365
ECSD (classroom/lab; sq ft*\$4/year) includes maintenance and utilities	\$50,360
Tuition	
Career Source -- WIOA Individual Training Accounts (\$3500*100 participants)	\$350,000
PSC Career & Technical Education Scholarships (Perkins funds)	\$15,000
Training Materials	
Career Source – Textbooks	\$100,000
Other	
PSC Educational Opportunity Center (U.S. Department of Education TRIO grant program funds) participant assistance with admissions, career counseling, FAFSA applications; calculated at \$230/participant for 100 participants	\$23,000
PSC Marketing – development of design for recruitment materials for brochures, wraps for truck, and print advertising	\$2,500
Total	\$3,048,200

3. Program Budget

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.

The proposed project budget is reasonable, cost-effective and adequate to support the project and the activities which address critical workforce needs, providing an effective cost per participant of approximately \$1298. Project lead, Pensacola State College, will ensure effective and efficient administration of the project. All funds awarded will be used strictly for the activities as outlined in this proposal. The PSC division of Business Affairs will provide substantive support to the project through its purchasing, auxiliary services, restricted accounting, and budget processes, ensuring that funds are available and purchases and/or payments are in compliance with grant guidance and state/federal guidelines.

Timeline	Time Period (Months)
Equipment: purchased and in place for participant education and training	1 – 3, ongoing
Personnel: staff hired, if necessary, and providing project support	1, ongoing
Facilities: purchased and in place for project activities	1 – 3, ongoing
Tuition: for student support for duration of project	1 – 18
Training Materials: purchased and in place for project activities	1 – 3, ongoing
Other	
Certification & licensure exam reimbursements for students	1 – 18
Two-day faculty development workshop to assist faculty with preparing students for nursing licensure exams	3 – 6
Computer, furniture (Success Coach)	1 – 3
Supplies (Success Coach)	1 – 18
Travel & Training (Success Coach)	1 – 18
10% Admin on \$82,675.29 (Success Coach)	1 - 18
Recruitment materials such as brochures, wraps, print advertising	1 – 6
Indistrict Travel between campuses and project sites (reimbursed at .445/mile)	1 – 18

Equipment: \$530,750. Equipment includes items costing over \$5,000. Funds for equipment are requested to support the strategy of offering new and enhanced programming leading to industry-recognized licensure, credentials, certificates, and degrees. Each item of equipment requested has an estimated acquisition of \$5,000 or more per unit and a useful lifetime of more than one year. All items requested will increase training capacity and provide students with the most up-to-date education experience possible so that they are well prepared to join the workforce. All equipment purchases will be tagged and identified specific to the GPCP initiative. Each equipment item will be purchased following all appropriate local and state policies/guidelines, getting requisite quotes and bids. With support from

Equipment (over \$5,000)	CareerSource	PSC	ECSD	GSTC
Safety Trainer		\$7,500		
Quality Assurance Trainer		\$7,500		

Equipment (over \$5,000)	CareerSource	PSC	ECSD	GSTC
Manufacturing Processes Trainer		\$24,000		
Automation Trainer		\$24,000		
Lean Manufacturing Trainer		\$23,000		
CNC Router			\$29,750	
Immersive Environment (2*\$10,000)			\$20,000	
Laser Cutter			\$20,000	
Tractor/Trailer		\$125,000		
Technology Enhanced Classrooms		\$250,000		

Personnel: \$186,779. The personnel requested are necessary to administer and conduct project activities. The salaries requested are reasonable adequate, and commensurate with current pay scales for similar responsibilities.

- Students with significant barriers to employment, including those that are unemployed and underemployed, will have access to a *Success Coach* during their participation in post- secondary training. The *Success Coach* will provide up front counseling; career assessment; and referral services to post-secondary training opportunities; and will provide ongoing mentoring and support to students while in training. Post training, the Success Coach will provide job placement assistance to training completers through the CareerSource One-Stop system. This will be a full-time (1.0 FTE) CareerSource Escarosa position.
- A part-time PSC position (.5 FTE) will provide support to project activities, including fiscal and programmatic management.

Salary and Fringe Benefits	CareerSource	PSC	ECSD	GSTC
Project Coordinator (.5 FTE * 15 months)		\$36,500		
Success Coach (1.0 FTE * 15 months)	\$75,279			

Facilities: \$233,497. The facilities requested are required to increase training capacity. Facilities provided as match are the same as those provided for other like programs.

Facilities	CareerSource	PSC	ECSD	GSTC
Success Coach and supervisor (% rent and equipment)	\$3,497			
Welding booth all-in-one unit				\$15,000
Infrastructure enhancements (wiring, etc.) for technology enhanced classrooms		\$15,000		
Hangar (covering aviation maintenance program activities)				\$200,000

Tuition: \$108,400. Tuition requested will provide opportunities to under- and un-employed individuals to prepare for the GED and participate in Workforce Education Boot camps (Construction and IT/Cybersecurity) in order to progress toward obtaining the skills and knowledge necessary to join the workforce, providing themselves and their families with economic self-sufficiency.

Tuition	CareerSource	PSC	ECSD	GSTC
GED prep		\$3,200		\$3,200
Workforce Education Boot camps (Cybersecurity)		\$68,000		
Workforce Education Boot camps (Construction)		\$34,000		

Training Materials: \$545,801. The training materials requested are required to increase training capacity and provide students with the most up-to-date education experience possible so that they are well prepared to join the workforce. The materials requested include computers, software, and educational/consumable supplies for project operations, and are reasonable and adequate to support the project.

Training Materials	CareerSource	PSC	ECSD	GSTC
Computers (30*\$1500 each)		\$45,000		
CNC Simulation software		\$15,000		

Training Materials	CareerSource	PSC	ECSD	GSTC
Software upgrades		\$25,000		
Vcarve Pro Router software license			\$1,400	
Computers (30*\$1500 each)			\$45,000	
Double Unit Student Tables (15*443)			\$6,645	
Student Chairs (30*\$115)			\$3,450	
Shop stools (20*\$100)			\$2,000	
Dust collection			\$1,800	
Patient Care Skills Labs materials (Pensacola, Warrington, Milton, & South Santa Rosa instructional locations) 4*\$66,899 (all items less than \$5,000)		\$267,596		
Cyberwarfare range servers		\$5,654		
Routers & equipment for additional CET classroom (20)		\$36,134		
Computer forensics supplies & software				\$30,000
Cybersecurity program furniture (desks, mounts, chairs)				\$50,000
Phlebotomy lab supplies		\$5,122		
Phlebotomy lab supplies		\$6,000		

Other: \$255,283. Other costs requested are intended to support project activities.

Other	CareerSource	PSC	ECSD	GSTC
Certification & licensure exam reimbursements for students		\$100,000	\$90,000	\$20,000
Two-day faculty development workshop to assist faculty with preparing students for nursing licensure exams		\$12,200		
Computer, furniture (Success Coach)	\$975			
Supplies (Success Coach)	\$1,170			
Travel & Training (Success Coach)	\$1,170			
10% Admin on \$82,675.29 (Success Coach)	\$8,268			
Recruitment materials such as brochures, wraps, print advertising				
Indistrict Travel between campuses and project sites (reimbursed at .445/mile)		\$1,500		
Faculty/student training on CNC router (2*\$2,500)			\$5,000	

Budget totals are also provided broken down by industry in the following table.

	Advanced Manufacturing	Transportation	Healthcare	Aviation	Construction	IT/Cyber-Security	Program Expenses	Grant Request	Leverage	Total (Grant Request + Leverage)
Equipment	\$135,750	\$125,000	0	0	\$20,000	\$250,000	0	\$530,750	0	\$530,750
Personnel	0	\$25,000	0	0	0	\$50,000	\$111,779	\$186,779	\$2,149,974	\$2,336,753
Facilities	\$15,000	0	0	\$200,000	0	\$15,000	\$3,497	\$233,497	\$163,560	\$397,057
Tuition	0	0	0	0	\$34,000	\$68,000	\$6,400	\$108,400	\$365,000	\$473,400
Training Materials	\$145,295	0	\$278,718	0	0	\$121,788	0	\$545,801	\$100,000	\$645,801
Other	\$38,000	\$15,000	\$47,200	\$80,000	\$7,000	\$40,000	\$28,083	\$255,283	\$25,500	\$280,783
Total	\$344,045	\$165,000	\$325,918	\$280,000	\$61,000	\$544,788	\$149,759	\$1,860,510	\$2,804,034	\$4,664,544