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: Valencia College

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

Contact Information:

Primary Contact Name: Kristeen Christian (Point of Contact-Grants)

Title: AVP, Resource Development Office

Mailing Address: 1800 S. Kirkman Rd.
Orlando, FL 32811-2302

Phone Number: 407-582-2909

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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.

See Attachment A.

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

See Attachment A.

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

See Attachment A.

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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 Attachment A.

_____

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 Attachment A.

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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 Attachment A.

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 Attachment A.

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 Attachment A.

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 Attachment A

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

250 enrolled in the first two years. 1000 enrolled and 900 program completers over the next five years.

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

Begin Date: August 2018 End Date: on-going

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

See Attachment A.

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 Attachment A.

I. Does this project have a local match amount?

☑ Yes ☐ No

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

The College will secure the contributions of $1,000,000 in local funds to support scholarships, equipment and renovation costs (see budget narrative).

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

See Attachment B.

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	$ 1,000,000		
Personnel	$		
Facilities	$ 1,000,000		
Tuition	$ 320,000		
Training Materials	$		
Other	$	Please Specify:	
Total Project Costs	**$** 2,320,000		

B. Other Workforce Training Project Funding Sources:

City/County	$ 1,000,000		
Private Sources	$		
Other (grants, etc.)	$	Please Specify:	Valencia
Total Other Funding	**$**		
Total Amount Requested	**$** 2,320,000		

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 Attachment C. Budget Narrative.

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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)?

Valencia College Board of Trustees will approve all grant projects at monthly board meetings.

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.

Monthly meetings starting Sept. 27th.

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

Five days

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: Valencia College

Name and Title of Authorized Representative: Dr. Sanford Shugart, President

Representative Signature: See Attachment D.

Signature Date: 7/28/17

Workforce Training Grant Proposal: Florida Job Growth Grant Fund 2017

1. Program Requirements

A. Title and Detailed Description of the Workforce Training

Valencia College in collaboration with Orlando Economic Partnership, the City of Orlando, CareerSource Central Florida, and LIFT Orlando, a non-profit organization with a vested interest in breaking the cycle of poverty through neighborhood revitalization, is requesting workforce training funds to support the Centers for Accelerated Training: Advanced Manufacturing and Distribution Logistics (CAT-AMDL) project. The project will provide skilled worker training to a minimum of 250 participants in the first two years. Training will occur within the Metro-Orlando area, targeting the most distressed communities of west and downtown Orlando and provide economic growth and stimulus to support Florida's targeted industries: Global Logistics, Simulation and Training, Machine Tooling, and Advanced Manufacturing. As the third largest public state college, Valencia serves over 70,000 students annually in continuing education, degree and certification programs. The project will create a regional impact through job creation across the College's service district encompassing Orange and Osceola Counties including Poinciana (split between Osceola and Polk County). The tri-county area encompasses over 4,341 square miles with approximately 2.3 million residents.

The project offers location-bound residents access to 1) a state-of-the-art workforce training facility in the targeted service region; 2) industry-required skills training on specialized advanced manufacturing equipment; and 3) a hands-on technology-enhanced workforce curriculum to prepare residents for immediate employment. The project provides additional tuition support to train low-income residents for high-demand, high-wage jobs with specific skills in distribution logistics and mechatronics. The project will ensure that residents are not restricted by financial barriers and have access to the electrical, mechanical, and industrial skills training needed to be successful in high-demand occupations including Industrial Maintenance Technicians, Mechanics, Transportation Logistics Specialists, and Certified Logistics Technicians. The project will include renovations of a 9,700 sq. ft. facility (Valencia is partnering with Lift Orlando to secure the facility for the purposes of the project). The facility will be outfitted with computer labs, technology-enhanced classrooms and simulation labs for hands-on skills training. As an open-access state college, Valencia is well-positioned to offer the accelerated workforce training to benefit the public as the primary, most affordable, workforce educational provider across Central Florida. This project will provide long-term economic impact through collaboration with nationally-recognized industry leaders in manufacturing who have a shared interest in promoting economic recovery in the region.

B. Describe how this proposal supports programs at state colleges and technical schools.

The CAT-AMDL project supports the state college's mission of workforce development by providing the community access to the necessary facilities, equipment, and affordable workforce education to be prepared for gainful employment in emerging fields in high-demand industries. Valencia is a premier learning college that transforms lives, strengthens community, and inspires individuals to excellence. The project expands the College's regional reach for targeted community revitalization by offering residents accelerated programs that focus on advanced skills training needed by industry. In support of the Florida College System mission, the project aligns with the Valencia's strategic pillars to meet the community's needs and goals and close achievement gaps. In collaboration with Valencia College's long-standing partnerships with regional industry leaders, the project supports the College's multi-year plan to increase access to accelerated workforce education.

The CAT-AMDL project builds on regional and statewide goals to increase job growth and economic development by preparing a skilled workforce in Florida's manufacturing and distribution and logistics sectors. In accordance with the College's mission, the project provides opportunities for academic, technical, and life-long learning. The project involves community partners and is centrally-located in a region of high need for workforce education. The project will improve participant's contributions to achieve maximum potential and create connections that raise personal aspirations. The project's cooperative community partnerships supports the professional development and career growth of the residents by offering resources in manufacturing to communities that currently have no access to high-quality workforce training.

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

The CAT-AMDL program maximizes student success in technology-enhanced learning environments to develop a globally competitive workforce in advanced manufacturing with cross-functional electrical, mechanical, and computer skills training for specialized jobs in mechatronics and distribution logistics. The participants who complete workforce training in the CAT-AMDL will earn credentials that are applicable and transferable to multiple industry sectors creating over 900 jobs in related electrical, mechanical, and computer technology occupations. The CAT-AMDL project responds to new and emerging careers by offering training with "multi-craft" skills to work on advanced systems and "intelligent" equipment in manufacturing and industrial industries. Examples of industry sectors and employers who require these skills include:

- Bottling plants – Pepsi, Anheuser-Busch, Coca-Cola
- Automated warehousing centers – Publix, Winn-Dixie, Walmart
- Theme parks – Disney, Universal, SeaWorld
- All facets of manufacturing –
  Medical equipment calibration – Medtronics, Invacare
  Electronic components – Siemens, Allen-Bradley

  Aerospace industry – Space-X, RUAG, OneWeb, Blue Origin, NASA, Lockheed-Martin, Boeing, Airbus, Cessna, Gulfstream
  Technology-based Manufacturing – L-3 Communications, Raytheon, Rockwell-Collins,
- Medical facilities (Industrial mechanic/facility supervisor) – Florida Hospital, Arnold Palmer, All Children's, Adventura.
- Utility service corporations – Industrial mechanic positions: Duke Energy, Florida Power and Light, Middlesex Asphalt, Turner Construction, Tampa Steel Erecting Corp., Altec Industries.
- Large scale Bakeries – Toufayan, Entenmanns
- Shipyards/port facilities – Port of Miami, Port Canaveral, Port of Pensacola
- Food packaging – Frito-Lay, Heinz, Key Packaging, Highland Packaging Solutions.
- Packaging companies – Uline, Weyerhaeuser

The workforce training offers nationally-recognized certifications that aligns with the Manufacturing Skills Standards Council Certified Production Technician (MSSC-CPT) and articulates into the state's A.S. Engineering Technology Degree, A.S. Transportation, Distribution and Logistics, A.S. Supply Chain Management and the B.S. Engineering Technology Degrees. The Mechatronics programs will give students the opportunities to earn credentials through NIMS Certifications, PMMI Certifications and MSSC Certified Logistics Technician and Certified Logistics Associate Certifications. The industry-validated credentialed-based articulated degree is a model for national implementation of accelerated workforce education strategies.

The CAT-AMDL workforce training project will lead to job creation in the following occupations: 491011 First-Line Supervisor of Mechanics, Installers, and Repairers; 514041 Machinists; 131081 Logisticians; 172141 Mechanical Engineers; 511011 First-Line Supervisor of Production and Operating Workers; 172072 Electronics Engineers; 111021 General and Operations Managers. The proposed project is strategically located in a region with high percentage of job vacancies in industry clusters with a significant projected job growth in manufacturing, distribution logistics, and information technology industries (Florida Department of Economic Opportunity Labor Market Information and EMSI). According to the EMSI "Job Posting Analytics Report for Mechatronics Opportunities" in the service area, the top 12

companies in the service area posted 2,607 job postings in mechatronics with 553 unique postings from June 2016-June 2017.

As a result of this project, program completers will have new career trajectories for occupations in Industrial Machinery Mechanics (49-9041) - mean hourly wage was $23.76 in 2016. The projected percent growth for employment in this field is 25.7% with an increase from 975 job openings in 2016 to 1,226 openings by 2024 in Valencia College's service region (Florida Department of Economic Opportunity, Bureau of Labor Market Statistics).

To ensure the proposed project meets the needs of more than one single employer, the project team will be responsible for developing and implementing the workforce curriculum with the support of industry advisory councils and recommendations of regional partners. The College engages in on-going environmental scans for continuous program improvement and development of relevant workforce programming by engaging the regional workforce investment board (CareerSource Central Florida), and the non-profit backbone organizations (e.g. Manufacturers Association of Central Florida, and Osceola's Advanced Manufacturing Consortium-BRIDG) that contribute to the regional strength and movement advancing manufacturing and logistics workforce.

The project will offer intentional recruitment to individuals in the project's geographically targeted neighborhoods in Orlando to ensure economic revitalization in the downtown and west of downtown Orlando regions (e.g. Paramore and Pine Hills census designated areas) that have a high concentration of chronic poverty, lack of education, homelessness, and unemployment. The CAT-AMDL project will create over 900 jobs through industry partners and will bridge the network between business leaders and residents to achieve measurable results in asset-based community transformation through accelerated workforce training.

D. Yes

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

The CAT-AMDL project aligns the workforce training with career clusters and learning competencies detailed in the Florida Department of Education's Academic Career and Technical Education Academic Framework, as well as, the learning competencies validated through federally supported national and international advanced technology education programs (e.g. National Science Foundation Advanced Technology Education Centers, Department of Labor TAACCCT workforce curriculum). The project responds to the urgent statewide demand for state colleges to increase aptitude for providing resources, educational opportunities and access for residents in distressed communities. The project will strengthen advocacy for improved

infrastructure and community resources to create workforce training leading to high-wage, high-value jobs and enhance educational preparedness in the talent pipeline.

The workforce training will offer transferable, nationally recognized certifications that aligns with the Manufacturing Skills Standards Council Certified Production Technician (MSSC-CPT) and articulates into the state's A.S. Engineering Technology Degree, A.S. Transportation, Distribution and Logistics, A.S. Supply Chain Management and the B.S. Engineering Technology Degrees. The Mechatronics programs will give students the opportunities to earn credentials through NIMS Certifications, PMMI Certifications and MSCC Certified Logistics Technician and Certified Logistics Associate Certifications. The industry-validated credentialed-based articulated degree is a model for national implementation of accelerated workforce education strategies and aligns with the criteria established by state colleges.The project will enhance the region's ability to create pathways among academia and industry partners and ensure that the role of state colleges is valued and respected.

F. Does this proposal support a program that will not exclude unemployed? Yes.

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, and state the associated metrics used to measure the success of the proposed training.

The CAT-AMDL project connects to a broader economic development vision for the community by providing residents from distressed neighborhoods access to the necessary facilities, equipment and tuition support for the advanced skills training required by industry. The project increases workforce capacity and expands Central Florida's global reach and competitiveness in the manufacturing: an industry sector where the number of jobs grew more than 14% across Florida in 2017 (Source: *Workforce 2017*, Florida Trend Magazine, August 2017, p. 52). The project's location ensures economic improvement by offering accelerated workforce training seated in the heart of the impoverished communities in City of Orlando where 51% of households are below the ALICE poverty threshold and the rate of unemployment is 12%.

Over 51% of the homes in the targeted community are occupied by renters in neighborhoods with a poverty rate of 20.8% compared to the 6% national average (Census designated Area: 32805). Almost a third of all children are living in concentrated poverty with a median household income is $18,409, which is significantly lower than the national average at $29,701. The targeted service region aligns with LIFT Orlando community revitalization focus area including Lake Lorna Doone and Sunset Lake, two of the lowest income neighborhoods in Orange County. The Sunset Lake neighborhood has an income lower than 96.3% of U.S. neighborhoods and 45.6% of the children live below the federal poverty.

The project promotes economic opportunity by enhancing workforce training to close the median household income gap between the neighborhood and Orange County to 50% by 2020.

In response to the needs of regional industry partners, the CAT-AMDL project creates capacity to train and place over 900 participants in high-wage, high-skill manufacturing jobs over the next five years. The regional impact of this project was tested through a smaller pilot project where the income of the average program completer increased from minimum wage to $15.00- $30.00 an hour. The project's return on investment is over 5:1 for every dollar invested based on the increase of median wage of program completers. Program completers can anticipate an increase of wages between $5 to $15 an hour. The project team anticipates a minimum of 900 program completers will enter high-wage jobs over the next five years with an estimated impact range of $9 to $30 million increase of wages projected. We have not estimated the savings on social services such as unemployment compensation, welfare, food stamps and other related services.

The CAT-AMDL project supports the regional and statewide goals to increase job growth and economic development by preparing a skilled workforce in Florida's manufacturing and distribution and logistics sectors. With robust industry partnerships, the project will lead to job creation across Central Florida and aggressively advance the economy in the regions characterized by residents with significantly low educational attainment, high unemployment, and low per capita income. As a part of the overall Centers for Accelerated Training, the project's broader regional impact will lead to job creation within the College's tri-county service district where the resident's *Per Capita Personal Income* is only 75.9% compared to the U.S. (Source: Distress Criteria Statistical Report, Economic Distress Criteria Elements Threshold Calculations; http://www.statsamerica.org/distress/distress.aspx).

Recent industry expansion within the Central Florida region has created a high-demand for a skilled workforce in advanced technologies including manufacturing and distribution logistics. In alignment with the strategic plan of the Orlando Economic Partnership (a new organization formed from the merger of the Central Florida Partnership and the Orlando Economic Development Commission), the project team has developed workforce programs in response to the recent expansion of industries targeting the Central Florida region. The project leverages the strong partnership and recommendation of CareerSource Central Florida and the Orlando Economic Partnership. The project will support regional efforts and provide Central Florida with quality jobs, economic growth, broad-based prosperity and a sustainable quality of life by filling a supply gap in advanced technology occupations.

2. Additional Information

A. Is this an expansion of an existing training program? Yes. The CAT-AMDL curriculum is modeled after the successful workforce education programs offered at Valencia College's

Advanced Manufacturing Training Center and is an expansion of the current distribution logistics and mechatronics program curriculum. In 2016, the advanced manufacturing programs offered at the College had a 90% completion and job placement rate.

B. Does the proposal align with Florida's Targeted Industries, Yes. Indicate which ones.

Global Logistics, Simulation and Training, Machine Tooling, and Advanced Manufacturing

C. Does it align with regional demand occupation list, Yes. If yes, which ones. 491011 First-Line Supervisor of Mechanics, Installers, and Repairers; 514041 Machinists; 131081 Logisticians; 172141 Mechanical Engineers; 511011 First-Line Supervisor of Production and Operating Workers; 172072 Electronics Engineers; 111021 General and Operations Managers The proposed project is strategically located in a region with high percentage of job vacancies in industry clusters with a significant projected job growth in manufacturing, distribution logistics, and information technology industries (Florida Department of Economic Opportunity Labor Market Information and EMSI). According to the EMSI "Job Posting Analytics Report for Mechatronics Opportunities" in the service area, the top 12 companies in the service area posted 2,607 job postings in mechatronics with 553 unique postings from June 2016-June 2017.

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

The training will be offered in-person with simulation learning labs and technology-enhanced classrooms for computer-based training and hands-on learning at the Valencia College-Centers for Accelerated Training City of Orlando Downtown learning site. The CAT-AMDL project will be strategically located in the heart of the distressed neighborhoods to develop talent through in-person workforce training in manufacturing.

The nationally-recognized curriculum is applicable to a wide-spectrum of advanced manufacturing and distribution logistics occupations and will connect participants to a network of program completers working in the targeted industries across the three-county region (A service area encompassing 4,341 square miles with approximately 2.3 million residents including Orange, Osceola and Poinciana, a census designated area split between Polk and Osceola counties).

*E. Indicate the number of anticipated enrolled students and completers.*250 enrolled in the first two years. 1000 enrolled and 900 program completers over the next five years.

F. Indicate the length of the program. Begin Date: August 2018 semester *End Date:* On-going.

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

Since the project is part of the College's strategic plan, the College has plans in place to sustain the building and offer on-going management for maintenance of the facility and equipment. Valencia has a long-standing history of sustaining the programs since grant work supports the core work of the College.

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.

Valencia College Centers for Accelerated Training- Advanced Manufacturing, Distribution and Logistics Workforce Training Project

The following workforce programs will be offered by Valencia College under the Florida Job Growth Grant Fund proposal: Mechatronics, Advanced Manufacturing, Electronic Board Assembly and Distribution Logistics.

I. MECHATRONICS: Industrial Maintenance Technician

Program Overview: In this accelerated training program, students will learn the basics of mechanical components and electrical drives in complex automated systems. The demand for this type of skilled worker is projected to increase at an above average rate according to the Bureau of Labor Statistics. The career opportunities for this exciting field are diverse and the potential to work in high wage positions exist.

Program Highlights:

- Safety and Machine Operations – Monitoring and interpreting machine operation to include the importance of accurate maintenance logs

- Basic Mechanical Systems – Knowledge of mechanical power transmission systems, including gears, chains, belt drives and lubrication including troubleshooting

- Electrical Systems – How to measure voltage, current and resistance in AC and DC circuits; process control, troubleshooting and installation of electrical components

- Machine Maintenance – How to perform planned and unplanned maintenance procedures on industrial system components

· Hydraulic & Pneumatic Systems – Understanding how fluid power systems work, troubleshooting and fault correction

· Intro to Global Supply Chain Logistics – Importance of logistics in the manufacturing process

Upon completion, students will have the opportunity to earn the following credentials:

NIMS Certification

- Maintenance Operations
- Basic Mechanical Systems
- Basic Hydraulic Systems
- Basic Pneumatic Systems
- Electrical Systems
- Electronic Control Systems
- Process Control Systems

PMMI Certification

- Fluid Power I
- Industrial Electricity I
- Mechanical Components I
- Programmable Logic Controllers I

MSSC Certification

- Certified Logistics Associate
- Certified Logistics Technician

II. ELECTRONIC BOARD ASSEMBLY

· Safety – understanding the principles of safety in a manufacturing environment

· Soldering – learn how to solder small components onto circuit boards to industry standards including surface-mount and through-hole soldering

· Precision Measurements (Quality) – use of calipers and other precision instruments to measure to exact specifications

· Cable & Wire Harness Assemblies – learn the process to properly crimp wire and build cable and wire harness assemblies to industry standards

Upon completion, students will have the opportunity to earn the following credentials:

IPC – Association Connecting Electronic Industries
- J-STD-001 (Solder)
- WHMA-A-620 (Wire Harness)

III. TRANSPORTATION LOGISTICS SPECIALIST

Program Overview: The logistics and distribution program will provide transferrable workforce skills training that is applicable to transportation industries including airports, highways, rail lines and seaports that employers across Central Florida.

Program Highlights:

· Tracking and receiving orders and shipments, inventory, controls, analytical skills

· Operating equipment, load levels, coordinating transportation requirements

· Working with complex computer systems tracking cargo, and entering shipping data.

· Global Supply Chain Logistics – Importance of logistics in the manufacturing process

Upon completion, students will have the opportunity to earn the following credentials:

MSSC Certification
- Certified Logistics Associate
- Certified Logistics Technician

Additional credentials include:
- First Aid/ CPR
- OSHA 10
- Basic Forklift and Pallet Jack Operations Certificate

IV. ADVANCED MANUFACTURING:

Program Overview: Valencia's Advanced Manufacturing program offer the short-term training needed for a career in this promising field. All of our industry certifications are nationally-recognized with real value in the marketplace. We also offer the opportunity to expand and add to skills and education through continuing education and degrees.

These nationally recognized, industry-specific certifications provide specialized, hands-on experience in your chosen career path. Each program also contains essential workplace skills, including resume writing and mock interviews, as well as Occupational Safety and Health Administration (OSHA) training.

Accelerated Industry Certification Programs:

- Advanced Manufacturing Specialist Certificate (AMSC)
- Mechatronics
- Computer Numeric Control (CNC) Production Specialist
- Electronic Board Assembly
- Welding Technology

Valencia College's additional Advanced Manufacturing Program Offerings available at specific learning locations:

- A.S. Electronics Engineering Technology
- A.S. Drafting and Design Technology
- A.S. Supervision and Management for Industry

Classification of Instructional Programs (CIP) codes associated to the Centers for Accelerated Training workforce programs:

Program	CIP	Occupation(s)	SOC
Industry Operations Specialist (CCC)	0652020502	General and Operations Managers	11-1021
Logistics and Transportation Specialist (CCC)	0652020901	Transportation, Storage, and Distribution Managers	11-3071
Mechatronics	0615000013	Electro-Mechanical Technicians	17-3024
		Mechanical Engineering Technicians	17-3027
Automation (CCC)	0615040601	Mechanical Engineering Technicians	17-3027
Lean Manufacturing (CCC)	0615061302	Mechanical Engineering Technicians	17-3027
Pneumatics, Hydraulics and Motors for Manufacturing (CCC)	0615061303	Mechanical Engineering Technicians	17-3027
Mechatronics Technology (PSAV)	0615049901	Electrical and Electronics Repairers, Commercial and Industrial Equipment	49-2094
		Electrical and Electronic Equipment Assemblers	51-2022
		Electromechanical Equipment Assemblers	51-2023
Industrial Machinery Maintenance 1 (PSAV) Industrial Machinery Maintenance 2 (PSAV) Industrial Machinery Maintenance and Repair (PSAV)	0647030303 0647030304 0647030300	Industrial Machinery Mechanics	49-9041
		Industrial Machinery Mechanics	49-9041
		Industrial Machinery Mechanics	49-9041
Advanced Manufacturing and Production Technology (PSAV)	0615040606	First-line Supervisors of Production and Operating Workers	51-1011