



2018-2019 Florida Job Growth Grant Fund Workforce Training Grant Proposal

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

Entity Information

Name of Entity: Charlotte County Board of County Commissioners

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

Primary Contact Name: Raymond Sandrock

Title: County Administrator

Mailing Address: 18500 Murdock Circle, 5th Floor
Port Charlotte, FL 33948

Phone Number: 941-743-1321

Email: Raymond.Sandrock@CharlotteCountyFL.gov

Secondary Contact Name: Lucienne Pears

Title: Director, Economic Development

Phone Number: 941-764-4941

Workforce Training Grant Eligibility

Pursuant to 228.101, F.S., the Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

Eligible entities must submit proposals that:

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

1. Program Requirements:

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

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

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

Please see attached

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

Please see attached

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

Please see attached

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

Please see attached

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

Please see attached

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

Yes No

Please see attached

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

Please see attached

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.

-
- B. Does the proposal align with Florida's Targeted Industries? Yes No
(View Florida's Targeted Industries here.)

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

Please 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 Occupations List here.) Yes No

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

Please 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.

Please see attached

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

Please see attached

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

Begin Date: Jan 2021

End Date: Dec 2021

Please see attached

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

Please 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 and the percent of completer in each code, corresponding with Section E.

Please 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 (Do not include in-kind).

Please see attached

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

Please see attached

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** \$ 1,700,000
 Florida Job Growth Grant Fund

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

City/County \$ 1,400,000
 Private Sources \$ 300,000

Other (grants, etc.) \$ _____ Please Specify: _____
 Total Other Funding \$ 1,700,000

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

Equipment \$ 2,380,000
 Personnel \$ 200,000
 Facilities \$ 600,000
 Tuition \$ _____
 Training Materials \$ 100,000

Other \$ 120,000 Please Specify: Certification
Total Project Costs \$ 3,400,000

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

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

Please see attached budget.

Briefly, equipment purchases totaling \$2,380,000 include all items required to furnish hanger venue for program. Personnel costs are budgeted at \$200,000 for the initial start up period. Facility costs are budgeted at \$600,000 to pay for hanger space and refurbish venue for classroom use. Training materials budgeted at \$100,000 to develop necessary material for course. And \$120,000 is budgeted to get the program approved as an approved Aviation Maintenance Technician School.

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)?

Approvals shall be through Charlotte County Board of County Commissioners

- 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. Board meets 2nd and 4th Tuesday of every month with the following dates scheduled: 10/23/18, 11/13/18, 11/27/18, 12/11/18, 1/8/19, 1/22/19, 2/12/19, 2/26/19, 3/12/19, 3/26/19, and 4/9/19
 - ii. Special meetings available if needed with approximately 30 day notice
-

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

Please see attached Grant Administrative Approval Form

WORKFORCE TRAINING GRANT PROPOSAL

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

Name of Entity: Charlotte County Board of County Commissioners

Name and Title of Authorized Representative: Raymond Sandrock, County Administrator

Representative Signature: *R. J. Sandrock*

Signature Date: 10/1/18

gsk



Charlotte County
Grant Administrative Approval

Department Making Request:
Economic Development Office

Grant Coordinator Assigned:
Dave Gammon

Fiscal Contact Assigned:
tbct Greg Bogenpohl

Requested Action:

Administrative Approval to apply for 2018-2019 Florida Job Growth Grant Fund / Workforce Training Grant Proposal from the Department of Economic Opportunity in the amount of \$1.7 million to equip a proposed venue for an Aviation Airframe and Powerplant Mechanics ("A&P") Certification Course to be offered by Charlotte Technical College.

Is this item budgeted? Yes No

Budget Action:

None required. All anticipated costs covered by Grant and Charlotte Technical College. A budget amendment and CIP will be brought to the Board for approval upon receipt of grant award notification.

Financial Impact Summary Statement:

\$3,400,000 Total Project Costs covered by 1) \$1,700,000 from Florida DEO, Florida Job Growth Grant Program/Workforce Training for facilities and equipment; 2) \$1,400,000 from Charlotte Technical College and other local sources for in-kind contributions; and 3) \$300,000 from Charlotte Technical College for personnel and training materials.

Background: (Why is the Action Necessary, and What Action will be accomplished)

This workforce training program will benefit our community by creating a talent pool of skilled workers in the aircraft mechanics industry, both a target industry in our county and state, and an industry with a technical worker shortage. Graduates of the program will drive high-paying, high-skilled jobs to the county fueling economic growth and opportunities.

The Grant request is necessary to cover the prohibitive start-up costs associated with this program and to keep tuition costs low for future students.

Grant Checklist Attached?

Yes No

Risk Assessment Attached?

Yes No

Delegation Resolution Attached?

Yes No

Signatures:

County Administrator _____

R. Gundrock

Date: _____

10/11/18
9/26/18

Department Director _____

Date: *9.24.18*

Fiscal Services

Digitally Signed
by Pam Kirchner
Date: 2018.10.01

Date: 14:56:25 -04'00'

County Attorney _____

Date: *10/11/18*

Grant Compliance _____

Date: *10/11/18*

DEO
Florida Job Growth Grant Fund
Workforce Training Grant Proposal

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

Aviation Airframe and Powerplant Mechanics Certification Venue

Charlotte County, along with its educational partner, Charlotte Technical College ("CTC"), is requesting funds to extend CTC's curriculum to include an Aviation Airframe and Powerplant Mechanics ("A&P") Certification Course. Charlotte County will provide a venue and CTC will offer this certification course to regional residents to fill a growing need for aircraft mechanics. Funding from this Florida Job Growth Grant Fund/Workforce Training Grant Proposal, if accepted, would provide funding for the equipment, facilities and certification requirements that otherwise makes the program financially prohibitive to both the educational institution and subsequently the interested student body.

The proposed A&P Certification Course to be offered by CTC will be open to all adults, veterans, high school drop-outs, and high school students over the age of 16 with a desire to obtain occupational skills necessary for employment in a qualified target industry, Aviation. The workforce training curriculum will prepare students to enter aircraft maintenance, repair, manufacturing, and other positions in the aerospace industry. The curriculum will focus on aircraft structures, power plants, avionics, system design, testing and inspection. Students will receive hands-on experience with a variety of aircraft. CTC anticipates training 50 students in its first enrollment session, increasing to 100 the following session. The skills and knowledge learned, coupled with a solid academic foundation, prepares students for employment in targeted areas such as aircraft maintenance, manufacturing, and aviation support careers.

From an economic development perspective, these workforce training programs benefit our community and region in a variety of ways. Primarily, these programs create a talent pool of skilled workforce necessary to fill current as well as anticipated job opportunities. These high-paying, high-skilled jobs fuel economic growth in our region, and state. Fulfillment of this objective will support existing Florida employers, in addition to aiding in efforts to attract new target industries to our state.

As an indication of the need for this type of training program, twenty leading, U.S. aviation industry organizations provided a letter of support (attached) to the Aviation Workforce Development Pilot Program Bill currently under consideration in the U.S. Senate. The letter emphasizes "...a technical worker shortage that threatens to undermine the growth and competitiveness of one of the most important sectors of our economy." Further quoting from the letter is an analysis by Boeing suggesting that 118,000 new technicians will be needed in North America over the next two decades. In addition, the consulting firm Oliver Wyman has forecast that demand for aviation maintenance technicians will outstrip supply by 2022. And perhaps most relevant to the State of Florida with its older population demographics, the Aviation Technical Education Council determined that new entrants make up just 2% of the aviation technician population annually, while 30% of the workforce is at or near retirement age.

The proposed Certification Course must include at a minimum 1,900 clock hours (400 general plus 750 Airframe and 750 Powerplant) per Code of Federal Regulations Certification requirements. CTC's Certification Course shall total 2,250 clock hours (450 general plus 900 Airframe and 900 Powerplant) and shall meet the requirements outlined in the Code of Federal Regulations, Part 147 related to Aviation Maintenance Technician Schools as they pertain to General, Airframe and Powerplant curriculum (all attached). Upon completing the program, students qualify to take the examinations (written, oral and practical) for the FAA mechanics license with airframe and powerplant ratings, the industry standard of aviation technical knowledge. With certification in hand, these individuals will be able to fill A&P positions locally, regionally and state-wide.

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

Not only does this technical certificate prepare students for immediate employment, it also provides college-level technical courses that can be applied to further educational opportunities. Through reciprocal college credit certificate programs potentially available at other Florida undergraduate- or graduate-level degree programs, students may continue their educational goals. While not on the current curriculum, both Florida SouthWestern State College in the form of an Associate in Science Degree in Aviation Maintenance Management and Western Michigan University/Punta Gorda in the form of a Bachelor of Science Degree in Aviation Technical Operations have expressed interest in providing further educational paths for these students. This continued educational ladder provides Floridians with lifelong learning opportunities, serving to further enhance and promote the talent pool of Florida's workforce.

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

The proposal to launch an Aviation Airframe and Powerplant Mechanics Certification Course through Charlotte Technical College absolutely supports the mission, vision and spirit of programs offered at state and technical colleges.

Florida's state colleges exist on the concept of a system of higher education which has open, fluid boundaries between the community and the college. Florida's state colleges also serve as the primary point of access to undergraduate education for Floridians, with 65% of the state's high school graduates pursuing postsecondary education and training beginning at a Florida college. Accordingly, state colleges must be able to respond quickly and efficiently to meet the demand of employers by aligning certificate and degree programs with regional and state workforce needs.

CTC continually meets community needs by providing postsecondary academic education and the proposed program is no different by preparing students directly for careers in aviation technology. The educational program will allow students, without the need to acquire a baccalaureate degree, affordable access to substantial academic work, background and qualifications needed to pass the FAA mechanics license with airframe and powerplant ratings certification requirements and begin productive careers in a target industry.

This program aids the Charlotte County Economic Development Office ("CCEDO") in its mission to encourage the recruitment of diversified industry to the county, to create high skill, high wage jobs and to help diversify the economy and tax base. Aviation is such an important part of the CCEDO's recruitment efforts, they recently changed their image and all promotional material to "Cleared for Takeoff". A trained and educated workforce in aviation technology is a key component in the CCEDO's success.

The proposed program will be dual enrollment as adults and students will be encouraged to apply.

College credit certificate programs will be negotiated with both Florida SouthWestern State College and Western Michigan University/Punta Gorda providing a path to upper level instruction and potential associates and/or baccalaureate degrees for students wishing to expand their educational qualifications.

Charlotte Technical College continues to prove its willingness, ability, and responsiveness, to meet market demands for an educated workforce providing fuel to economic development for the region and the state.

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

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

Charlotte County is home to over a dozen businesses in the aviation industry with workforce demands that will directly benefit from the Aviation Airframe and Powerplant Mechanics Certification Course including:

- Southwest Florida Aviation
- APG Avionics
- Aviation Services PGD
- Air Trek
- Air Critical Care
- LPC Aviation
- Trudeau Warbird Enterprises
- Air Cargo Carriers
- Arcadia Aerospace
- Aero Marine
- Eastern Avionics
- Air Ambulance Network
- Punta Gorda Airport
- Allegiant Airlines
- Charlotte County
- Charlotte County Sheriff

Within a 50-mile radius of the proposed facility, ReferenceUSAGOV identifies approximately 140 firms engaged in either manufacturing of aircraft, aircraft engines and parts, manufacturing of guided missile or space vehicles, or transportation by air categories. There are over 400 firms within 100 miles and over 2,000 in the State of Florida.

The Aviation Airframe and Powerplant Mechanics Program content and instruction will prepare students for employment or advanced training in the commercial and general aviation industry, with virtually every major aviation/aerospace company. The ReferenceUSAGOV site shows 106 current job openings in the state under the search criteria, "aircraft maintenance". Graduates of the program with a certificate in hand, will have the technical knowledge and skills necessary to fill these openings, and many others as new businesses are drawn to the area by the creation of a reliable workforce.

The program content and instruction delivery will also include transferable skills training in areas such as management, finance, technical and product skills, underlying principles of technology, electricity, and safety and environmental issues. The CTC program will equip graduating students with skills relevant to a host of employers, not only in the aviation industry, but across a broad array of industries.

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

Charlotte Technical College is open to all adults, veterans, high school drop-outs and high school students over the age of 16 with a desire to obtain occupational skills necessary for employment.

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

The mission of the Florida College System is 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. Let's look at these phrases a bit closer.

High-quality. By approving the proposed grant request, Charlotte County can construct, furnish and equip a high-quality learning facility.

Affordable. Without the grant assistance, the cost to recover the costs to launch this program would ultimately need to be recovered from the students attending the program; a cost undoubtedly prohibitive. Alternatively, by approving the proposed grant request, CTC can keep its tuition level affordable and the program open to more students.

Career educational programs. Careers in maintenance repair and overhaul of aircrafts are identified as a Qualified Target Industry by Enterprise Florida. The proposed program prepares students for these careers.

Globally competitive workforce. In 2016, the Boeing Company's prepared a *Pilot and Technician Outlook* projection showing a need for 180,000 aviation maintenance technicians through 2035 – and 679,000 worldwide. The certification program addresses this need.

Respond rapidly. The proposed certification program responds quickly and efficiently to meet the technical worker shortage prevalent in the aviation industry today.

Diverse state and community needs. The CTC course will serve individuals, communities and the state with a low-cost, high-quality educational opportunity that will train workers for high-wage, high-demand occupations. CTC aligns its certificate program with regional, and state, workforce needs.

Paramount to the creation of this program will be the certification as an Aviation Maintenance Technician School ("AMTS"), as detailed by the U.S. Department of Transportation Federal Aviation Administration Advisory Circular #147-3B. Section 147 specifies requirements for the certification and operation of an AMTS including both curriculum requirements and operating rules for all certified AMTS. Institutional certification criteria serve as the basis for the program's curriculum in line with frameworks established by the Florida Department of Education.

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

Absolutely. With program grant funding, Charlotte Technical College will be able to maintain a low-tuition policy that supports open-door access to all that wish to learn.

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

1 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 Charlotte County Economic Development Office's ("CCEDO") mission is to encourage the recruitment of diversified industry to the county, to create high skill, high wage jobs, and to help diversify the economy and tax base. The proposed program will aid in achieving each of these goals by creating a strong, deep, qualified talent pool that will attract industry bringing increased wages and opportunities and ultimately expand and diversify the local and regional economies.

Charlotte Technical College, by consistently demonstrating its ability, commitment and responsiveness, to train future job applicants in the skills necessary to support job growth in Charlotte County, stands behind the goals and objectives of the CCEDO, and more importantly, the creation of an Aviation Airframe and Powerplant Mechanics Certification Curriculum. CTC plans a first session class totaling 50 students – 25 adults and 25 high school dual enrollers. By the second session, CTC anticipates these numbers will double.

To quantify the economic impact on Charlotte County, we considered the economic impact of just one new aviation parts manufacturer relocating to our community. We built into an impact analysis model supplied by Impact DataSource the following assumptions:

- An aircraft parts manufacturing business relocates or expands to Charlotte County's Punta Gorda Airport
- The company purchases a 5-acre tract of land for approximately \$2.50/sf or \$500,000
- The company constructs a new 10,000 sf facility at a cost of \$125/sf or \$1,250,000
- The company equips the building with \$1,000,000 in equipment, furniture and fixtures
- The company hires 30 new employees

Using these assumptions, Charlotte County can expect a net economic benefit of \$260,306 over the next ten years (page 8 of attached analysis and shown on graph on page 17). Charlotte County Public Schools will realize net benefits of \$159,093 over the same period. That's over \$400,000 benefit to Charlotte County from just one relocation in a 10,000 square foot facility. Estimated total salaries (page 4 of analysis) over ten years will exceed \$21 million in both direct and indirect costs while taxable sales will almost reach \$3.5 million.

And that's for one building, one new aircraft manufacturing business. With the addition of 50 to 100 certified A&P graduates every session creating a highly-trained workforce in aviation technology, we expect to attract several businesses.

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

Looking at JobsEQ software, we built a business model in terms of employees for that prototypical 30-person aircraft parts manufacturing business (see attached summary). This company would have an estimated annual payroll in excess of \$2 million. There would be a correlation to 10 new jobs directly tied to graduates of the proposed program including:

- 3 Aircraft structure, surfaces, rigging, and systems assemblers (average wage \$49,100)
- 1 Aircraft mechanic and service technician (average wage \$45,100)
- 1 Avionics technician (average wage \$57,80)
- 1 Computer-controlled machine tool operator (average wage \$38,100)
- 1 First-line supervisor of production (average wage \$58,100)
- 1 Industrial engineering technician (average wage \$51,800)
- 1 Industrial production manager (average wage \$103,700)
- 1 Machinists (Average wage \$39,400)

According to Enterprise Florida's most recent average annual wage data, Charlotte County's average annual wage by comparison is \$35,061. As the JobsEQ data shows, the types of jobs a typical aircraft parts manufacturing company will pay are truly high skilled and high paying.

Recall these economic impact figures are from one new company employing 30 people, 10 of which have skills sets directly related to the skills obtained in the Aviation Airframe and Powerplant Mechanics Certification Curriculum. This course provides opportunities for Charlotte County and other regional residents to find job opportunities here in southwest Florida and stay in their community.

2 A *Is this an expansion of an existing training program?*

No.

2 B *Does the proposal align with Florida's Targeted Industries?*

Yes. Aviation Aerospace is a Florida Targeted Industry, and more specifically Maintenance Repair and Overhaul of Aircrafts plus Aircraft & Aircraft Parts Manufacturing and Navigation Instrument Manufacturing.

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

Yes. Aircraft Mechanics and Service Technicians are on DEO's Regional Demand Occupations List. There are an anticipated 1,278 annual openings paying a mean hourly wage of \$27.09/hr; a rate over 60% above Charlotte County's mean hourly wage of \$16.86/hr.

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Workforce Training Grant Proposal

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

With proceeds from this grant request, if approved, Charlotte County will convert an existing hanger facility into a venue ideal for training students in the Aviation Airframe and Powerplant Mechanics Certification Program. Instruction will be delivered in a blended format with classroom and laboratory-based instruction occurring in the hanger facility located on the airfield of Punta Gorda Airport. Laboratory instruction and experiences will complement textbook instruction in a true aircraft maintenance/repair setting. The setting of a well-lit and well-ventilated actual aircraft hanger will facilitate and enhance targeted learning outcomes, while enabling "hands-on" experiences and training for students.

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

During the first session, CTC anticipates a total of 50 students made up of 25 adult cohorts and 25 dual cohorts.

The following session, should double in size to 100 students again made up of 50 adult cohorts and 50 dual cohorts.

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

Anticipated beginning and ending dates are contingent on both approval of this grant funding request and U.S. Department of Transportation Federal Aviation Administration certification as an Aviation Maintenance Technician School ("AMTS"), as detailed by the Advisory Circular #147-3B.

Anticipated beginning date: January 2021

Anticipated ending date: December 2022

The proposed Certification Course will include 2,250 clock hours consisting of 450 general plus 750 Airframe and 750 Powerplant. Note, the Code of Federal Regulations Certification requires only 1,900 clock hours. Students attending full-time should be able to complete the program in a little less than four semesters.

Charlotte Technical College will plan to dual enroll high school students in the 450 hour general class their junior year followed by full-time enrollment as a senior to complete an additional 1,200 hours. With 1,650 hours completed when student graduate high school, they would only have to pay tuition on the remaining 600 hours to complete the certification course as an adult.

Upon completing the program, students may elect to 1) enter the workforce by taking examinations for the FAA mechanics license with airframe and powerplant ratings, or 2) continue their education. If students elect to continue their education, Charlotte Technical College will work a local articulation agreement with Florida SouthWestern State College for credits seamlessly articulating towards an Associate's degree in Aviation Maintenance Management and with Western Michigan University/Punta Gorda for credits seamlessly articulating towards a Bachelor's degree in Aviation Technical Operations.

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

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

Funding from the grant request, if approved, shall pay for the one-time purchases necessary for the initial start-up costs for this program. Continuation of the program's goals and objectives to achieve desired outcomes will primarily rely on student tuition and fees with the ability to raise funds through industry support and local and regional commitments. Charlotte Technical College will also support and maintain the program through workforce dollars.

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

Classification of Instructional Programs (CIP) codes include:

- FEDAA002 – FAA Aviation Maintenance Technician - General
- FEDAA004 – FAA Aviation Maintenance Technician – Airframe
- FEDAA010 – FAA Aviation Maintenance Technician - Powerplant

Upon completing the program, students qualify to take the examinations (written, oral and practical) for the FAA mechanics license with airframe and powerplant ratings, the industry standard of aviation technical knowledge.

2 I *Does this project have a local match amount?*

Yes. Charlotte County and Charlotte Technical College plan on securing over \$1.4 million in equipment necessary to complete the initial start-up of the venue. These items will primarily consist of obtaining used aircraft and helicopters. CTC shall also commit operational funds and workforce dollars to create and maintain the program.

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

Attached please find the following documents:

1. Letter to U.S. House of Representatives members from 20 Aviation Industry organizations supporting the Aviation Workforce Development Pilot Program Bill
2. Code of Federal Regulations, Aviation Maintenance Technician Schools – General Curriculum Subjects
3. Code of Federal Regulations, Aviation Maintenance Technician Schools – Airframe Curriculum Subjects
4. Code of Federal Regulations, Aviation Maintenance Technician Schools – Powerplant Curriculum Subjects
5. Economic Impact Report – Executive Summary
6. JobsEQ What-If Analysis – Aircraft Engine Parts Manufacturer
7. Location Map
8. Cost Estimate
9. Letters of Support

May 8, 2018

The Honorable Sam Graves
U.S. House of Representatives
Washington, D.C. 20515

The Honorable Dan Lipinski
U.S. House of Representatives
Washington, D.C. 20515

The Honorable Markwayne Mullin
U.S. House of Representatives
Washington, D.C. 20515

The Honorable Brenda Lawrence
U.S. House of Representatives
Washington, D.C. 20515

**Aviation Industry Strongly Supports Graves-Lipinski-Mullin-Lawrence
Aviation Workforce Development Pilot Program Bill**

Dear Representatives Graves, Lipinski, Mullin and Lawrence:

The U.S. aviation industry is facing a technical worker shortage that threatens to undermine the growth and competitiveness of one of the most important sectors of our economy. With that in mind, the undersigned 20 organizations, representing a broad cross-section of the industry, strongly support your legislation to establish an aviation technical workforce development pilot program and thank you for your leadership on this important issue.

Your bill will incentivize businesses, labor organizations, schools, and governmental entities to work together to pursue innovative new strategies to develop technical talent and encourage workers to pursue aviation careers. Given the scale of the challenge facing companies around the country, the legislation could not be timelier.

An analysis by Boeing suggests that 118,000 new technicians will be needed in North America over the next two decades. The consulting firm Oliver Wyman has forecast that demand for aviation maintenance technicians will outstrip supply by 2022. The Aviation Technician Education Council (ATEC) recently determined that new entrants make up just two percent of the aviation technician population annually, while 30 percent of the workforce is at or near retirement age. The results of the Aeronautical Repair Station Association's (ARSA) 2018 member survey further illustrate the problem:

- More than 80 percent of respondents report difficulty finding qualified technicians and more than half of responding companies have unfilled positions.
- As a result, companies say it is taking longer to complete work for customers (80 percent), that their companies are not adding new technical capabilities (28 percent), and, in some cases, that their companies are turning down new business (20 percent).
- It's no surprise that with two-thirds of respondents wanting to expand their workforces this year, "difficulty finding and retaining technical talent" has been

Letter to Representatives Graves, Lipinski, Mullin and Lawrence
May 8, 2018
Page 2 of 2

identified by ARSA members as one of the most significant strategic threats to growth and profitability.

The U.S. aviation industry is a diamond in the crown of our economy. Working together, manufacturers, operators, maintainers, labor organizations, schools and workers have built an industry that provides unprecedented mobility for people and goods. Your legislation will help ensure our member organizations have the technical professionals they need to grow, compete globally, and, most importantly, continue to ensure the safety of civil aviation aircraft.

Thank you again for your leadership.

Sincerely,

Aeronautical Repair Station Association
Aerospace Industries Association
Aerospace Maintenance Council
Aircraft Electronics Association
Aircraft Mechanics Fraternal Association
Aircraft Owners and Pilots Association
Airlines for America
Aviation Suppliers Association
Aviation Technician Education Council
Cargo Airline Association
General Aviation Manufacturers Association
Helicopter Association International
Modification and Replacement Parts Association
National Air Carrier Association
National Air Transportation Association
National Association of State Aviation Officials
National Business Aviation Association
Professional Aviation Maintenance Association
Regional Air Cargo Carriers Association
Regional Airline Association

ELECTRONIC CODE OF FEDERAL REGULATIONS

e-CFR data is current as of September 14, 2018

Title 14 → Chapter I → Subchapter H → Part 147 → Appendix

Title 14: Aeronautics and Space
PART 147—AVIATION MAINTENANCE TECHNICIAN SCHOOLS

APPENDIX B TO PART 147—GENERAL CURRICULUM SUBJECTS

This appendix lists the subjects required in at least 400 hours in general curriculum subjects.

The number in parentheses before each item listed under each subject heading indicates the level of proficiency at which that item must be taught.

Teaching level	
A. BASIC ELECTRICITY	
(2)	1. Calculate and measure capacitance and inductance.
(2)	2. Calculate and measure electrical power.
(3)	3. Measure voltage, current, resistance, and continuity.
(3)	4. Determine the relationship of voltage, current, and resistance in electrical circuits.
(3)	5. Read and interpret aircraft electrical circuit diagrams, including solid state devices and logic functions.
(3)	6. Inspect and service batteries.
B. AIRCRAFT DRAWINGS	
(2)	7. Use aircraft drawings, symbols, and system schematics.
(3)	8. Draw sketches of repairs and alterations.
(3)	9. Use blueprint information.
(3)	10. Use graphs and charts.
C. WEIGHT AND BALANCE	
(2)	11. Weigh aircraft.
(3)	12. Perform complete weight-and-balance check and record data.
D. FLUID LINES AND FITTINGS	
(3)	13. Fabricate and install rigid and flexible fluid lines and fittings.
E. MATERIALS AND PROCESSES	
(1)	14. Identify and select appropriate nondestructive testing methods.
(2)	15. Perform dye penetrant, eddy current, ultrasonic, and magnetic particle inspections.
(1)	16. Perform basic heat-treating processes.
(3)	17. Identify and select aircraft hardware and materials.
(3)	18. Inspect and check welds.
(3)	19. Perform precision measurements.
F. GROUND OPERATION AND SERVICING	
(2)	20. Start, ground operate, move, service, and secure aircraft and identify typical ground operation hazards.
(2)	21. Identify and select fuels.
G. CLEANING AND CORROSION CONTROL	
(3)	22. Identify and select cleaning materials.
(3)	23. Inspect, identify, remove, and treat aircraft corrosion and perform aircraft cleaning.
H. MATHEMATICS	
(3)	24. Extract roots and raise numbers to a given power.
(3)	25. Determine areas and volumes of various geometrical shapes.
(3)	26. Solve ratio, proportion, and percentage problems.
(3)	27. Perform algebraic operations involving addition, subtraction, multiplication, and division of positive and negative numbers.
I. MAINTENANCE FORMS AND RECORDS	
(3)	28. Write descriptions of work performed including aircraft discrepancies and corrective actions using typical aircraft maintenance records.
(3)	29. Complete required maintenance forms, records, and inspection reports.
J. BASIC PHYSICS	
(2)	30. Use and understand the principles of simple machines; sound, fluid, and heat dynamics; basic aerodynamics; aircraft structures; and theory of flight.
K. MAINTENANCE PUBLICATIONS	
(3)	31. Demonstrate ability to read, comprehend, and apply information contained in FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness Directives, and Advisory material.
(3)	32. Read technical data.
L. MECHANIC PRIVILEGES AND LIMITATIONS	
(3)	33. Exercise mechanic privileges within the limitations prescribed by part 65 of this chapter.

[Amdt. 147-2, 35 FR 5534, Apr. 3, 1970, as amended by Amdt. 147-5, 57 FR 28960, June 29, 1992]

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Title 14: Aeronautics and Space
PART 147—AVIATION MAINTENANCE TECHNICIAN SCHOOLS

APPENDIX C TO PART 147—AIRFRAME CURRICULUM SUBJECTS

This appendix lists the subjects required in at least 750 hours of each airframe curriculum, in addition to at least 400 hours in general curriculum subjects.

The number in parentheses before each item listed under each subject heading indicates the level of proficiency at which that item must be taught.

I. AIRFRAME STRUCTURES

Teaching level	
	A. WOOD STRUCTURES
(1)	1. Service and repair wood structures.
(1)	2. Identify wood defects.
(1)	3. Inspect wood structures.
	B. AIRCRAFT COVERING
(1)	4. Select and apply fabric and fiberglass covering materials.
(1)	5. Inspect, test, and repair fabric and fiberglass.
	C. AIRCRAFT FINISHES
(1)	6. Apply trim, letters, and touchup paint.
(2)	7. Identify and select aircraft finishing materials.
(2)	8. Apply finishing materials.
(2)	9. Inspect finishes and identify defects.
	D. SHEET METAL AND NON-METALLIC STRUCTURES
(2)	10. Select, install, and remove special fasteners for metallic, bonded, and composite structures.
(2)	11. Inspect bonded structures.
(2)	12. Inspect, test, and repair fiberglass, plastics, honeycomb, composite, and laminated primary and secondary structures.
(2)	13. Inspect, check, service, and repair windows, doors, and interior furnishings.
(3)	14. Inspect and repair sheet-metal structures.
(3)	15. Install conventional rivets.
(3)	16. Form, lay out, and bend sheet metal.
	E. WELDING
(1)	17. Weld magnesium and titanium.
(1)	18. Solder stainless steel.
(1)	19. Fabricate tubular structures.
(2)	20. Solder, braze, gas-weld, and arc-weld steel.
(1)	21. Weld aluminum and stainless steel.
	F. ASSEMBLY AND RIGGING
(1)	22. Rig rotary-wing aircraft.
(2)	23. Rig fixed-wing aircraft.
(2)	24. Check alignment of structures.
(3)	25. Assemble aircraft components, including flight control surfaces.
(3)	26. Balance, rig, and inspect movable primary and secondary flight control surfaces.
(3)	27. Jack aircraft.
	G. AIRFRAME INSPECTION
(3)	28. Perform airframe conformity and airworthiness inspections.

II. AIRFRAME SYSTEMS AND COMPONENTS

Teaching level	
	A. AIRCRAFT LANDING GEAR SYSTEMS
(3)	29. Inspect, check, service, and repair landing gear, retraction systems, shock struts, brakes, wheels, tires, and steering systems.
	B. HYDRAULIC AND PNEUMATIC POWER SYSTEMS
(2)	30. Repair hydraulic and pneumatic power systems components.
(3)	31. Identify and select hydraulic fluids.
(3)	32. Inspect, check, service, troubleshoot, and repair hydraulic and pneumatic power systems.
	C. CABIN ATMOSPHERE CONTROL SYSTEMS

(1)	33. Inspect, check, troubleshoot, service, and repair heating, cooling, air conditioning, pressurization systems, and air cycle machines.
(1)	34. Inspect, check, troubleshoot, service, and repair heating, cooling, air-conditioning, and pressurization systems.
(2)	35. Inspect, check, troubleshoot, service and repair oxygen systems.
D. AIRCRAFT INSTRUMENT SYSTEMS	
(1)	36. Inspect, check, service, troubleshoot, and repair electronic flight instrument systems and both mechanical and electrical heading, speed, altitude, temperature, pressure, and position indicating systems to include the use of built-in test equipment.
(2)	37. Install instruments and perform a static pressure system leak test.
E. COMMUNICATION AND NAVIGATION SYSTEMS	
(1)	38. Inspect, check, and troubleshoot autopilot, servos and approach coupling systems.
(1)	39. Inspect, check, and service aircraft electronic communication and navigation systems, including VHF passenger address interphones and static discharge devices, aircraft VOR, ILS, Radar beacon transponders, flight management computers, and GPWS.
(2)	40. Inspect and repair antenna and electronic equipment installations.
F. AIRCRAFT FUEL SYSTEMS	
(1)	41. Check and service fuel dump systems.
(1)	42. Perform fuel management transfer, and defueling.
(1)	43. Inspect, check, and repair pressure fueling systems.
(2)	44. Repair aircraft fuel system components.
(2)	45. Inspect and repair fluid quantity indicating systems.
(2)	46. Troubleshoot, service, and repair fluid pressure and temperature warning systems.
(3)	47. Inspect, check, service, troubleshoot, and repair aircraft fuel systems.
G. AIRCRAFT ELECTRICAL SYSTEMS	
(2)	48. Repair and inspect aircraft electrical system components; crimp and splice wiring to manufacturers' specifications; and repair pins and sockets of aircraft connectors.
(3)	49. Install, check, and service airframe electrical wiring, controls, switches, indicators, and protective devices.
(3)	50.a. Inspect, check, troubleshoot, service, and repair alternating and direct current electrical systems.
(1)	50.b. Inspect, check, and troubleshoot constant speed and integrated speed drive generators.
H. POSITION AND WARNING SYSTEMS	
(2)	51. Inspect, check, and service speed and configuration warning systems, electrical brake controls, and anti-skid systems.
(3)	52. Inspect, check, troubleshoot, and service landing gear position indicating and warning systems.
I. ICE AND RAIN CONTROL SYSTEMS	
(2)	53. Inspect, check, troubleshoot, service, and repair airframe ice and rain control systems.
J. FIRE PROTECTION SYSTEMS	
(1)	54. Inspect, check, and service smoke and carbon monoxide detection systems.
(3)	55. Inspect, check, service, troubleshoot, and repair aircraft fire detection and extinguishing systems.

[Amdt. 147-2, 35 FR 5535, Apr. 3, 1970, as amended by Amdt. 147-5, 57 FR 28960, June 29, 1992; Docket FAA-2017-0733, Amdt. 147-8, 82 FR 34399, July 25, 2017]

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APPENDIX D TO PART 147—POWERPLANT CURRICULUM SUBJECTS

This appendix lists the subjects required in at least 750 hours of each powerplant curriculum, in addition to at least 400 hours in general curriculum subjects.

The number in parentheses before each item listed under each subject heading indicates the level of proficiency at which that item must be taught.

I. POWERPLANT THEORY AND MAINTENANCE

Teaching level	
	A. RECIPROCATING ENGINES
(1)	1. Inspect and repair a radial engine.
(2)	2. Overhaul reciprocating engine.
(3)	3. Inspect, check, service, and repair reciprocating engines and engine installations.
(3)	4. Install, troubleshoot, and remove reciprocating engines.
	B. TURBINE ENGINES
(2)	5. Overhaul turbine engine.
(3)	6. Inspect, check, service, and repair turbine engines and turbine engine installations.
(3)	7. Install, troubleshoot, and remove turbine engines.
	C. ENGINE INSPECTION
(3)	8. Perform powerplant conformity and air worthiness inspections.

II. POWERPLANT SYSTEMS AND COMPONENTS

Teaching level	
	A. ENGINE INSTRUMENT SYSTEMS
(2)	9. Troubleshoot, service, and repair electrical and mechanical fluid rate-of-flow indicating systems.
(3)	10. Inspect, check, service, troubleshoot, and repair electrical and mechanical engine temperature, pressure, and r.p.m. indicating systems.
	B. ENGINE FIRE PROTECTION SYSTEMS
(3)	11. Inspect, check, service, troubleshoot, and repair engine fire detection and extinguishing systems.
	C. ENGINE ELECTRICAL SYSTEMS
(2)	12. Repair engine electrical system components.
(3)	13. Install, check, and service engine electrical wiring, controls, switches, indicators, and protective devices.
	D. LUBRICATION SYSTEMS
(2)	14. Identify and select lubricants.
(2)	15. Repair engine lubrication system components.
(3)	16. Inspect, check, service, troubleshoot, and repair engine lubrication systems.
	E. IGNITION AND STARTING SYSTEMS
(2)	17. Overhaul magneto and ignition harness.
(2)	18. Inspect, service, troubleshoot, and repair reciprocating and turbine engine ignition systems and components.
(3)	19.a. Inspect, service, troubleshoot, and repair turbine engine electrical starting systems.
(1)	19.b. Inspect, service, and troubleshoot turbine engine pneumatic starting systems.
	F. FUEL METERING SYSTEMS
(1)	20. Troubleshoot and adjust turbine engine fuel metering systems and electronic engine fuel controls.
(2)	21. Overhaul carburetor.
(2)	22. Repair engine fuel metering system components.
(3)	23. Inspect, check, service, troubleshoot, and repair reciprocating and turbine engine fuel metering systems.
	G. ENGINE FUEL SYSTEMS
(2)	24. Repair engine fuel system components.
(3)	25. Inspect, check, service, troubleshoot, and repair engine fuel systems.
	H. INDUCTION AND ENGINE AIRFLOW SYSTEMS
(2)	26. Inspect, check, troubleshoot, service, and repair engine ice and rain control systems.
(1)	27. Inspect, check, service, troubleshoot and repair heat exchangers, superchargers, and turbine engine airflow and temperature control systems.
(3)	28. Inspect, check, service, and repair carburetor air intake and induction manifolds.
	I. ENGINE COOLING SYSTEMS
(2)	29. Repair engine cooling system components.
(3)	30. Inspect, check, troubleshoot, service, and repair engine cooling systems.

J. ENGINE EXHAUST AND REVERSER SYSTEMS	
(2)	31. Repair engine exhaust system components.
(3)	32.a. Inspect, check, troubleshoot, service, and repair engine exhaust systems.
(1)	32.b. Troubleshoot and repair engine thrust reverser systems and related components.
K. PROPELLERS	
(1)	33. Inspect, check, service, and repair propeller synchronizing and ice control systems.
(2)	34. Identify and select propeller lubricants.
(1)	35. Balance propellers.
(2)	36. Repair propeller control system components.
(3)	37. Inspect, check, service, and repair fixed-pitch, constant-speed, and feathering propellers, and propeller governing systems.
(3)	38. Install, troubleshoot, and remove propellers.
(3)	39. Repair aluminum alloy propeller blades.
L. UNDUCTED FANS	
(1)	40. Inspect and troubleshoot unducted fan systems and components.
M. AUXILIARY POWER UNITS	
(1)	41. Inspect, check, service, and troubleshoot turbine-driven auxiliary power units.

(Sec. 6(c), Dept. of Transportation Act; 49 U.S.C. 1655(c))

[Amdt. 147-2, 35 FR 5535, Apr. 3, 1970, as amended by Amdt. 147-5, 57 FR 28961, June 29, 1992]

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EXECUTIVE SUMMARY

A REPORT OF THE ECONOMIC IMPACT OF AVIATION AIRFRAME AND POWERPLANT MECHANICS CERTIFICATE PROGRAM IN CHARLOTTE COUNTY, FL

September 19, 2018

Prepared by:
Charlotte County Economic Development Office
18501 Murdock Circle, Suite 502
Port Charlotte, Florida 33948



Prepared using Total Impact



PURPOSE & LIMITATIONS

This report presents the results of an analysis undertaken by the Charlotte County Economic Development Office using Total Impact, an economic and fiscal impact analysis tool developed and supported by the Austin, TX based economic consulting firm, Impact DataSource.

The Total Impact model is a customized software program licensed to the Charlotte County Economic Development Office. The model includes estimates, assumptions, and other information developed by Impact DataSource from its independent research effort detailed in Charlotte County Economic Development Office's Total Impact User Guide.

The analysis relies on prospective estimates of business activity that may not be realized. Charlotte County Economic Development Office made reasonable efforts to ensure that the project-specific data entered into the Total Impact model reflects realistic estimates of future activity.

No warranty or representation is made by Charlotte County Economic Development Office or Impact DataSource that any of the estimates or results contained in this study will actually be achieved.



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Introduction

This report presents the results of an economic impact analysis performed using Total Impact, a model developed by Impact DataSource. The report estimates the impact that a potential project in the None will have on the local economy and estimates the costs and benefits for local taxing districts over a 10-year period.

Description of the Project

This analysis presumes a typical aviation industry business relocates and opens a new facility in Charlotte County. The sample building assumes a build-to-suit facility for an aviation manufacturing company on a 5-acre parcel near the Punta Gorda Airport, encompassing 10,000 square feet.

Economic Impact Overview

The Project's operations will support employment and other economic impacts in the community. The 30.0 workers directly employed by the Project will earn approximately \$60,000 per year on average initially. This direct activity will support 13.3 indirect and induced workers in the community earning \$0 on average. The total additional payroll or workers' earnings associated with the Project is estimated to be approximately \$21.4 million over the next 10 years.

Accounting for various taxable sales and purchases, including activity associated with the Project, worker spending, and visitors' spending in the community, the Project is estimated to support approximately \$3.5 million in taxable sales over the next 10 years.

Table 1. Economic Impact Over the Next 10 Years

	Direct	Indirect & Induced	Total
Revenues for direct, indirect, and induced businesses	\$0	\$0	\$0
Number of permanent direct, indirect, and induced jobs to be created	30.0	13.3	43.3
Salaries to be paid to direct, indirect, and induced workers	\$16,739,353	\$4,702,083	\$21,441,436
Taxable sales and purchases expected in the County	\$2,850,890	\$611,271	\$3,462,161

The table below estimates which industries or businesses will be impacted by the indirect and induced impacts.

Table 2. Estimated Distribution of Indirect & Induced Impacts

	Revenues	Employment	Workers' Earnings
Suppliers to the Project	\$0	7.6	\$3,043,483
Restaurants	\$0	1.2	\$136,320
Grocery and convenience stores	\$0	0.5	\$77,492
Other local retail businesses	\$0	1.4	\$232,477
Healthcare	\$0	0.7	\$406,942
Service businesses	\$0	0.9	\$362,416

Other firms	\$0	1.1	\$442,952
Total	\$0	13.3	\$4,702,083

ATION AIRFRAME AND POWERPLANT MECHANICS CERIFICATE PROGRAM | ECONOMIC IMPACT

The Project may result in new residents moving to the community and potentially new residential properties being constructed as summarized below.

Table 3. Population Impacts Over the Next 10 Years

	Direct	Indirect & Induced	Total
Number of direct, indirect, and induced workers who will move to the County	6.8	3.0	9.8
Number of new residents in the County	17.7	7.8	25.5
Number of new residential properties to be built in the County	1.0	0.4	1.4
Number of new students expected to attend local school district	3.5	1.5	5.0

The Project is estimated to support an average of approximately \$1.3 million in new non-residential taxable property each year over the next 10 years. The taxable value of property supported by the Project over the 10-year period is shown in the following table. The values represent the taxable value of property before the consideration of any possible property tax reimbursements.

Table 4. Value of Taxable Property Supported by the Project Over the Next Five Years

Year	The Project's Property					Subtotal Nonresidential Property	Total Residential & Nonresidential Property
	New Residential Property	Land	Buildings & Other Real Prop. Improvements	Furniture, Fixtures, & Equipment			
1	\$0	\$500,000	\$1,250,000	\$0		\$1,750,000	\$1,750,000
2	\$0	\$510,000	\$1,275,000	\$500,000		\$2,285,000	\$2,285,000
3	\$0	\$520,200	\$1,300,500	\$500,000		\$2,320,700	\$2,320,700
4	\$0	\$530,604	\$1,326,510	\$950,000		\$2,807,114	\$2,807,114
5	\$0	\$541,216	\$1,353,040	\$900,000		\$2,794,256	\$2,794,256
6	\$0	\$552,040	\$1,380,101	\$800,000		\$2,732,141	\$2,732,141
7	\$0	\$563,081	\$1,407,703	\$700,000		\$2,670,784	\$2,670,784
8	\$0	\$574,343	\$1,435,857	\$600,000		\$2,610,200	\$2,610,200
9	\$0	\$585,830	\$1,464,574	\$500,000		\$2,550,404	\$2,550,404
10	\$0	\$597,546	\$1,493,866	\$400,000		\$2,491,412	\$2,491,412

The taxable value of residential property represents the value of properties that may be constructed as a result of new workers moving to the community.

This analysis assumes the residential real property appreciation rate to be 2.0% per year. The Project's real property is assumed to appreciate at a rate of 2.0% per year. The analysis assumes the Project's furniture, fixtures, and equipment will depreciate over time according to the depreciation schedule shown in Appendix A.

Temporary Construction Impact

The Project will include an initial period of construction lasting 1 year(s) where \$1.3 million will be spent to construct new buildings and other real property improvements. It is assumed that 50.0% of the construction expenditure will be spent on materials and The temporary construction activity will support temporary economic impacts in the community in the form of temporary construction employment and sales for local construction firms.

Table 5. Spending and Estimated Direct Employment Impact of Project-Related Construction Activity

	Amount	
Total Construction Expenditure		\$1,250,000
	<i>Materials</i>	\$625,000
	<i>Labor</i>	\$625,000
Temporary Construction Workers Supported (Average Earnings = \$51,300)		12.2

The following table presents the temporary economic impacts resulting from the construction.

Table 6. Temporary Economic Impact of Project-Related Construction Activity

	Direct	Indirect & Induced	Total
Number of temporary direct, indirect, and induced job years to be supported*	12.2	4.4	16.6
Salaries to be paid to direct, indirect, and induced workers	\$625,000	\$150,500	\$775,500
Revenues or sales for businesses related to construction	\$1,250,000	\$445,250	\$1,695,250

* A job year is defined as full employment for one person for 2080 hours in a 12-month span.

Taxable sales related to construction activity are presented in the following table. The sales tax revenue generated from construction-period taxable spending is included in the fiscal impact for affected districts during the initial period of construction.

Table 7. Construction-Related Taxable Spending

	Estimate
Expenditure for Materials	\$625,000
Percent of Materials subject to local tax	50.0%
<u>Subtotal Taxable Materials</u>	<u>\$312,500</u>
Expenditure for Labor / Paid to construction workers	\$625,000
Percent of gross earnings spent on taxable goods and services	26.0%
Percent of taxable spending done locally	25.0%
<u>Subtotal Taxable Construction Worker Spending</u>	<u>\$40,625</u>
Expenditure for Furniture, Fixtures, & Equipment (FF&E)	\$0
Percent of FF&E subject to local tax	25.0%
<u>Subtotal Taxable FF&E Purchases</u>	<u>\$0</u>
<u>Total Construction-Related Taxable Spending</u>	<u>\$353,125</u>

The above construction analysis focuses on the impact resulting from the Project's initial construction investments over the first year(s).

Fiscal Impact Overview

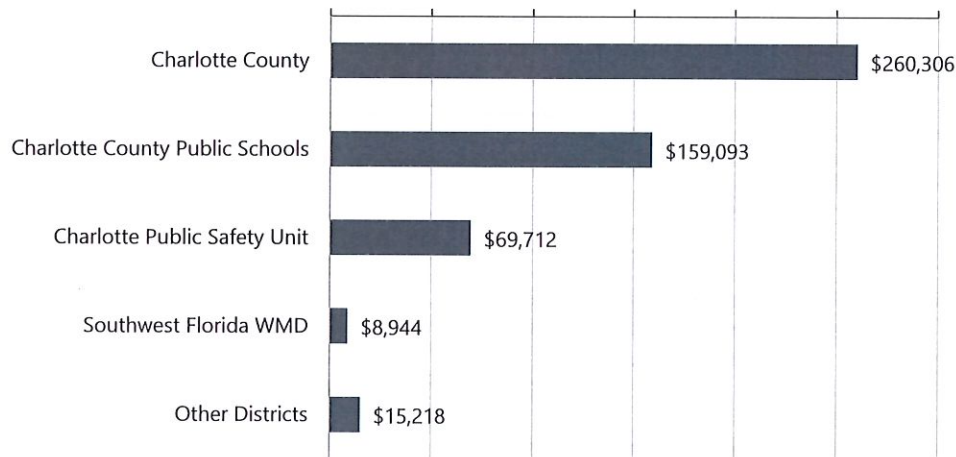
The Project will generate additional benefits and costs for local taxing districts, a summary of which is provided below. The source of specific benefits and costs are provided in greater detail for each taxing district on subsequent pages. Overall, the County will receive approximately \$260,300 in net benefits over the 10-year period and the Project will generate \$513,300 in total for all local taxing districts.

Table 8. Fiscal Net Benefits Over the Next 10 Years for Local Taxing Districts

	Benefits	Costs	Net Benefits	Present Value of Net Benefits*
Charlotte County	\$427,674	(\$167,367)	\$260,306	\$201,194
Charlotte County Public Schools	\$290,007	(\$130,914)	\$159,093	\$122,003
Charlotte Public Safety Unit	\$69,712	\$0	\$69,712	\$53,152
Southwest Florida WMD	\$8,944	\$0	\$8,944	\$6,819
Other Districts	\$15,218	\$0	\$15,218	\$11,603
Total	\$811,554	(\$298,281)	\$513,273	\$394,770

* The Present Value of Net Benefits expresses the future stream of net benefits received over several years as a single value in today's dollars. Today's dollar and a dollar to be received at differing times in the future are not comparable because of the time value of money. The time value of money is the interest rate or each taxing entity's discount rate. This analysis uses a discount rate of 5% to make the dollars comparable.

Figure 1. Net Benefits Over the Next 10 Years for Local Taxing Districts



Charlotte County

The table below displays the estimated additional benefits, costs, and net benefits to be received by the County over the next 10 years of the Project. Appendix C contains the year-by-year calculations.

Table 9. Charlotte County: Benefits, Costs, and Net Benefits Over the Next 10 Years

	Amount
Ground Leases	\$0
Building Leases	\$0
Loan Payments	\$0
<i>Program Revenues</i>	
Charges for services	\$155,861
Operating grants and contributions	\$5,098
Capital grants and contributions	\$8,558
<i>General Revenues</i>	
Real Property Taxes, after exemption	\$120,734
FF&E Property Taxes, after exemption	\$36,859
New Residential Property Taxes	\$12,292
Local Option Sales Taxes	\$31,159
Tourist Development Taxes	\$5,445
Building Permits and Fees	\$7,303
Impact Fees	\$10,770
Gasoline taxes	\$10,652
Other taxes	\$11,926
State Shared Revenue	\$4,643
Miscellaneous	<u>\$6,373</u>
<u>Subtotal Benefits</u>	<u>\$427,674</u>
<i>Program Activities</i>	
General government	(\$17,675)
Public Safety	(\$51,998)
Physical Environment	(\$3,757)
Transportation	(\$19,675)
Economic Environment	(\$613)
Human Services	(\$8,721)
Culture and Recreation	(\$13,818)
Interest on Long-Term Debt	(\$1,250)
<i>Business Type Activities</i>	
Water and Sewer	(\$37,989)
Solid Waste Collection and Disposal	(\$11,870)
<u>Subtotal Costs</u>	<u>(\$167,367)</u>
Net Benefits	\$260,306
<i>Present Value (5% discount rate)</i>	<i>\$201,194</i>

Charlotte County Public Schools

The table below displays the estimated additional benefits, costs, and net benefits to be received by the school district over the next 10 years of the Project. Appendix C contains the year-by-year calculations.

Table 12. Charlotte County Public Schools: Benefits, Costs, and Net Benefits Over the Next 10 Years

	Amount
Real Property Taxes	\$132,735
FF&E Property Taxes	\$40,523
New Residential Property Taxes	\$0
State Funding	\$102,121
Federal Funding	\$3,466
Other Local Funding	\$11,162
Subtotal Benefits	\$290,007
Cost of Educating New Students	(\$130,914)
Subtotal Costs	(\$130,914)
Net Benefits	\$159,093
<i>Present Value (5% discount rate)</i>	<i>\$122,003</i>

Charlotte Public Safety Unit

The table below displays the estimated additional benefits to be received by the district over the next 10 years of the Project. Appendix C contains the year-by-year calculations.

Table 13. Charlotte Public Safety Unit: Benefits Over the Next 10 Years

	Amount
Real Property Taxes	\$49,543
FF&E Property Taxes	\$15,125
New Residential Property Taxes	\$5,044
Total Benefits	\$69,712
<i>Present Value (5% discount rate)</i>	<i>\$53,152</i>

Southwest Florida WMD

The table below displays the estimated additional benefits to be received by the district over the next 10 years of the Project. Appendix C contains the year-by-year calculations.

Table 14. Southwest Florida WMD: Benefits Over the Next 10 Years

	Amount
Real Property Taxes	\$6,356
FF&E Property Taxes	\$1,940
New Residential Property Taxes	\$647
Total Benefits	\$8,944
<i>Present Value (5% discount rate)</i>	<i>\$6,819</i>

Other Taxing Districts

The table below displays the estimated tax revenues to be received by other taxing districts over the next 10 years of the Project. Appendix C contains the year-by-year calculations.

Table 15. Other Taxing Districts: Property Taxes Over the Next 10 Years

	Real Property	FF&E Property	New Residential	Total
Greater Charlotte Street Lighting District	\$6,228	\$1,901	\$634	\$8,763
Charlotte County Environmental Lands	\$3,832	\$1,170	\$390	\$5,393
West Coast Inland Water District	\$755	\$230	\$77	\$1,062
Total Benefits	\$10,815	\$3,302	\$1,101	\$15,218
<i>Present Value (5% discount rate)</i>				\$11,603

ATION AIRFRAME AND POWERPLANT MECHANICS CERIFICATE PROGRAM | FISCAL IMPACT

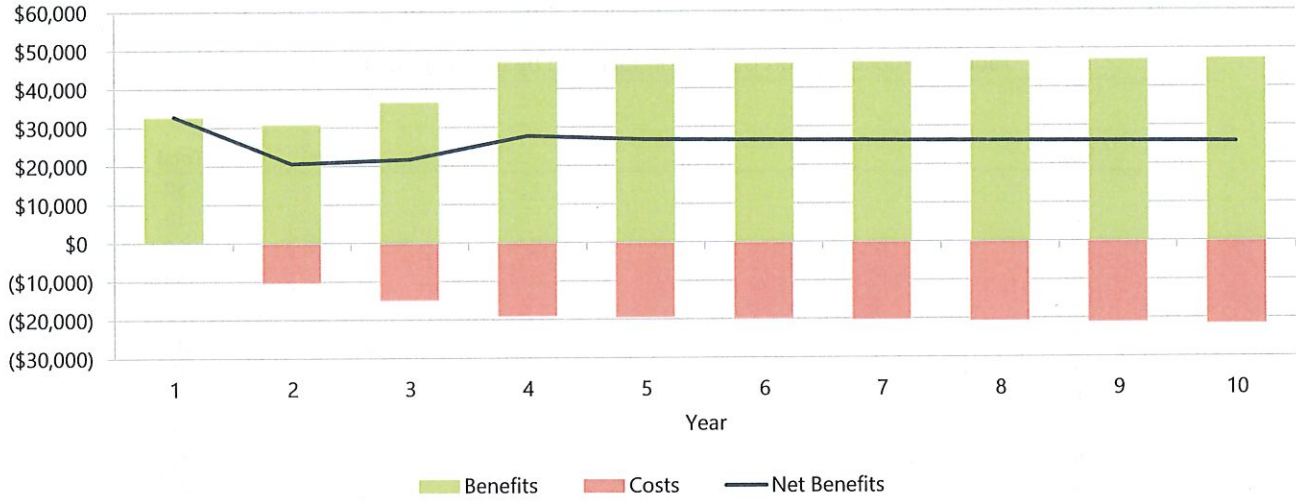
The County will receive benefits from the activity, spending, and investments associated with (1) the Project and (2) the workers. These benefits, associated costs, and resulting net benefits for the next 10 years are shown below for these two categories.

Table 16: Net Benefits to the County from the Project and Workers

	The Project	Workers	Total
Ground Leases	\$0	\$0	\$0
Building Leases	\$0	\$0	\$0
Loan Payments	\$0	\$0	\$0
<i>Program Revenues</i>			
Charges for services	\$0	\$155,861	\$155,861
Operating grants and contributions	\$0	\$5,098	\$5,098
Capital grants and contributions	\$0	\$8,558	\$8,558
<i>General Revenues</i>			
Real Property Taxes, after exemption	\$120,734	\$0	\$120,734
FF&E Property Taxes, after exemption	\$36,859	\$0	\$36,859
New Residential Property Taxes	\$0	\$12,292	\$12,292
Local Option Sales Taxes	\$6,073	\$25,086	\$31,159
Tourist Development Taxes	\$5,445	\$0	\$5,445
Building Permits and Fees	\$7,303	\$0	\$7,303
Impact Fees	\$10,770	\$0	\$10,770
Gasoline taxes	\$0	\$10,652	\$10,652
Other taxes	\$0	\$11,926	\$11,926
State Shared Revenue	\$0	\$4,643	\$4,643
Miscellaneous	\$0	\$6,373	\$6,373
Subtotal Benefits	\$187,184	\$240,489	\$427,674
<i>Program Activities</i>			
General government	\$0	(\$17,675)	(\$17,675)
Public Safety	\$0	(\$51,998)	(\$51,998)
Physical Environment	\$0	(\$3,757)	(\$3,757)
Transportation	\$0	(\$19,675)	(\$19,675)
Economic Environment	\$0	(\$613)	(\$613)
Human Services	\$0	(\$8,721)	(\$8,721)
Culture and Recreation	\$0	(\$13,818)	(\$13,818)
Interest on Long-Term Debt	\$0	(\$1,250)	(\$1,250)
<i>Business Type Activities</i>			
Water and Sewer	\$0	(\$37,989)	(\$37,989)
Solid Waste Collection and Disposal	\$0	(\$11,870)	(\$11,870)
Subtotal Costs	\$0	(\$167,367)	(\$167,367)
Net Benefits	\$187,184	\$73,122	\$260,306
<i>Percent of Total Net Benefits</i>	<i>71.9%</i>	<i>28.1%</i>	

The graph below shows the county's benefits, costs, and net benefits over the next 10 years of the Project.

Figure 2. Annual Fiscal Net Benefits for Charlotte County



Summary of Public Support Considered

Charlotte County may provide economic development incentives to support the Project, a summary of the incentives under consideration is provided below.

Table 17. Public Support Under Consideration by the Charlotte County

Year	Total
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$0
10	\$0
Total	\$0

Property Tax Exemption

The table below identifies the value of the property taxes reimbursed or exempted for the Project. The value of the reimbursement represents taxes foregone by the local taxing districts and can also be viewed as the value of the tax reimbursement incentive to the Project. The year-by-year value of tax reimbursement for specific taxing districts can be found in Appendix C.

The property taxes shown earlier in this report represent the estimated property taxes to be collected net of the tax reimbursement.

Table 18. Value of Property Tax Reimbursement Under Consideration

	Total Value of Property Tax Reimbursement
Charlotte County	\$0
Charlotte County Public Schools	\$0
Charlotte Public Safety Unit	\$0
Southwest Florida WMD	\$0
Total	\$0

The table below identifies the type of property for which the city is considering reimbursing taxes and the corresponding reimbursement schedule.

Table 19. Property Tax Reimbursement Schedule

Year	Land	Buildings & Other Real Property Improvements	Furniture, Fixtures, & Equipment
1	0%	0%	0%
2	0%	0%	0%
3	0%	0%	0%
4	0%	0%	0%
5	0%	0%	0%
6	0%	0%	0%
7	0%	0%	0%
8	0%	0%	0%
9	0%	0%	0%
10	0%	0%	0%

Non-Tax Incentives

The County is considering the following non-tax incentives for the Project.

Table . Incentives Under Consideration

Year	Impact Fees Waived*	Real Property Exemption	Property Exemption	Local Match	Enter Incentive Description - 4	Incentive
1	\$0	\$0	\$0	\$0	\$0	\$0
2	\$0	\$0	\$0	\$0	\$0	\$0
3	\$0	\$0	\$0	\$0	\$0	\$0
4	\$0	\$0	\$0	\$0	\$0	\$0
5	\$0	\$0	\$0	\$0	\$0	\$0
6	\$0	\$0	\$0	\$0	\$0	\$0
7	\$0	\$0	\$0	\$0	\$0	\$0
8	\$0	\$0	\$0	\$0	\$0	\$0
9	\$0	\$0	\$0	\$0	\$0	\$0
10	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0

These financial incentives may be considered an investment in the Project made by the county. Four calculations analyzing possible investments were made:

1. Net Benefits - detailed above
2. Present Value of Net Benefits - detailed above
3. Rate of Return on Investment - discussed and detailed below
4. Payback Period - discussed and detailed below

The rate of return on investment calculates the average annual rate of return to the county, treating the incentives as the initial investment and the net benefits to the county as the return on investment. The payback period is the number of years that it will take the county to recover the cost of incentives from the additional revenues that it will receive as a result of the Project.

The table below shows an analysis of these incentives, including a calculation of incentives per job, rate of return, and payback period.

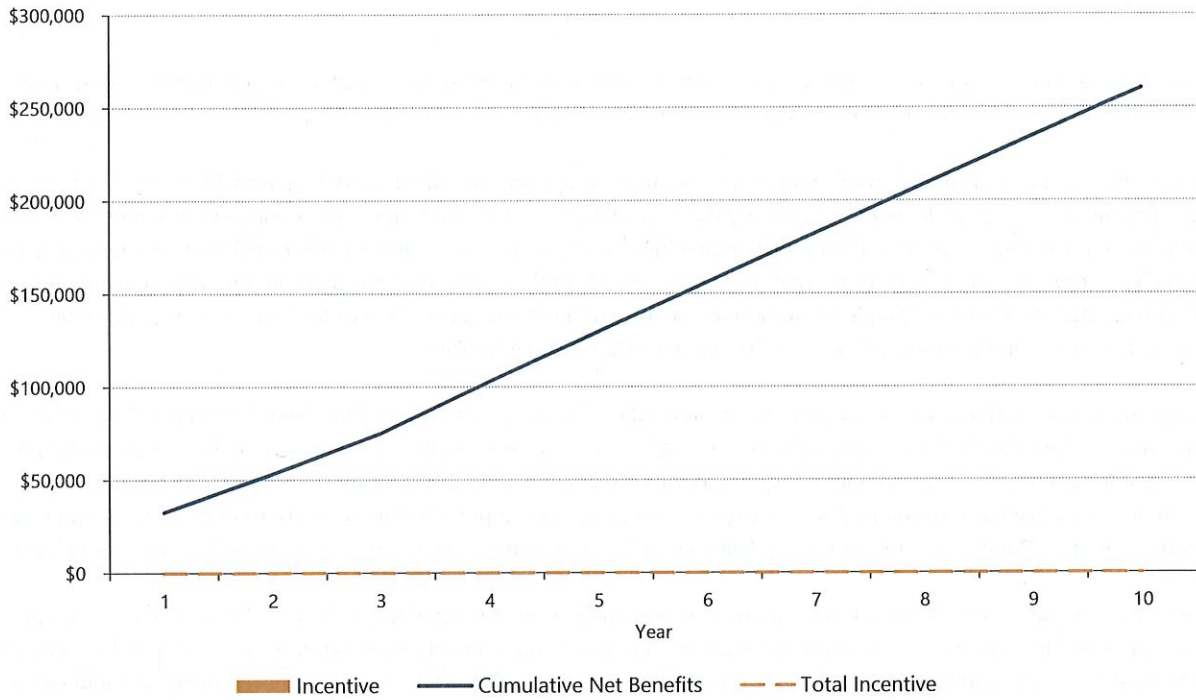
Table 21. Analysis of Incentives

Total Non-Tax Incentive	\$0
Incentive Per Job	\$0
Rate of Return	0.0%
Payback period (years)	0.0

Note: The Rate of Return and Payback Period are calculated based on the sum of annual incentives, not the present value of the incentives.

The graph below depicts the total incentives currently under consideration versus the cumulative net benefits to the county. The intersection indicates the length of time until the incentives are paid back.

Figure 3. Incentives Under Consideration



Overview of Methodology

This report presents the results of an analysis undertaken by the Charlotte County Economic Development Office using Total Impact, an economic and fiscal impact analysis tool developed and supported by the Austin, TX based economic consulting firm, Impact DataSource.

The Total Impact model combines project-specific attributes with community data, tax rates, and assumptions to estimate the economic impact of the Project and the fiscal impact for local taxing districts over a 10-year period.

The economic impact as calculated in this report can be categorized into two main types of impacts. First, the direct economic impacts are the jobs and payroll directly created by the Project. Second, this economic impact analysis calculates the indirect and induced impacts that result from the Project. Indirect jobs and salaries are created in new or existing area firms, such as maintenance companies and service firms, that may supply goods and services for the Project. In addition, induced jobs and salaries are created in new or existing local businesses, such as retail stores, gas stations, banks, restaurants, and service companies that may supply goods and services to new workers and their families.

The economic impact estimates in this report are based on the Regional Input-Output Modeling System (RIMS II), a widely used regional input-output model developed by the U. S. Department of Commerce, Bureau of Economic Analysis. The RIMS II model is a standard tool used to estimate regional economic impacts. The economic impacts estimated using the RIMS II model are generally recognized as reasonable and plausible assuming the data input into the model is accurate or based on reasonable assumptions. Impact DataSource utilizes county-level multipliers to estimate the impact occurring at the sub-county level.

Two types of regional economic multipliers were used in this analysis: an employment multiplier and an earnings multiplier. An employment multiplier was used to estimate the number of indirect and induced jobs created or supported in the area. An earnings multiplier was used to estimate the amount of salaries to be paid to workers in these new indirect and induced jobs. The employment multiplier shows the estimated number of total jobs created for each direct job. The earnings multiplier shows the estimated amount of total salaries paid to these workers for every dollar paid to a direct worker. The multipliers used in this analysis are listed below:

336412 Aircraft engine and engine parts manufacturing		City	County
Employment Multiplier	(Type II Direct Effect)	1.2618	1.4437
Earnings Multiplier	(Type II Direct Effect)	1.1657	1.2809

The fiscal impacts calculated in this report are detailed in Appendix C. Most of the revenues estimated in this study result from calculations relying on (1) attributes of the Project, (2) assumptions to derive the value of associated taxable property or sales, and (3) local tax rates. In some cases, revenues are estimated on a per new household, per new worker, or per new school student basis.

The company or Project developer was not asked, nor could reasonably provide data for calculating some other revenues. For example, while the city will likely receive revenues from fines paid on speeding tickets given to new workers, the company does not know the propensity of its workers to speed. Therefore, some revenues are calculated using an average revenue approach. This approach uses relies on two assumptions:

1. The taxing entity has two general revenue sources: revenues from residents and revenues from businesses.
2. The taxing entity will collect (a) about the same amount of miscellaneous taxes and user fees from each new household that results from the Project as it currently collects from existing households on average, and (b) the same amount of miscellaneous taxes and user fees from the new business (on a per worker basis) will be collected as it collects from existing businesses.

In the case of the school district, some additional state and federal revenues are estimated on a per new school student basis consistent with historical funding levels.

Additionally, this analysis sought to estimate the additional expenditures faced by the city and county to provide services to new households and new businesses. A marginal cost approach was used to calculate these additional costs. This approach relies on two assumptions:

1. The taxing entity spends money on services for two general groups: revenues from residents and revenues from businesses.
2. The taxing entity will spend slightly less than its current average cost to provide local government services (police, fire, EMS, etc.) to (a) new residents and (b) businesses on a per worker basis.

In the case of the school district, the marginal cost to educate new students was estimated based on a portion of the school's current expenditures per student and applied to the headcount of new school students resulting from the Project.

Additionally, this analysis seeks to calculate the impact on the school district's finances from the Project by generally, and at a summary level, mimicking the district's school funding formula.

About Impact DataSource

Impact DataSource is an Austin economic consulting, research, and analysis firm founded in 1993. The firm has conducted over 2,500 economic impact analyses of firms, projects, and activities in most industry groups in Texas and more than 30 other states.

In addition, Impact DataSource has prepared and customized more than 50 economic impact models for its clients to perform their own analyses of economic development projects. These clients include the New Mexico Economic Development Department and the Tennessee Department of Economic and Community Development.

The New Mexico Department of Economic Development uses Impact DataSource's computer model to project the economic impact of new or expanding firms in the state, including costs and benefits for the State of New Mexico, as well as each local taxing district. The model also analyzes the amount of eligible state and local incentives and calculates a rate of return and payback period for these incentives.

What-If Report for 45-Minute Commute From Airport Park, NAICS 336412 - Aircraft Engine and Engine Parts Manufacturing

SOC	Title	New Employer Demand	Empl (Place of Residence) ¹	Unempl ¹	Regional Avg Wage ²	National Avg Wage ²	Empl Extended	Unempl Extended	Potential Candidates per Opening
51-2011	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	3	36	2	\$49,100	\$55,400	n/a	n/a	13
17-2011	Aerospace Engineers	2	81	1	\$102,500	\$115,300	949	12	41
17-2112	Industrial Engineers	2	304	5	\$74,700	\$90,300	506	12	155
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	2	571	24	\$37,000	\$41,000	4,495	291	297
49-3011	Aircraft Mechanics and Service Technicians	1	305	5	\$45,100	\$62,500	2,623	83	310
11-9041	Architectural and Engineering Managers	1	285	5	\$110,100	\$146,300	3,437	53	289
49-2091	Avionics Technicians	1	52	1	\$57,800	\$63,600	1,648	47	52
13-1199	Business Operations Specialists, All Other	1	2,563	87	\$63,800	\$75,700	1,830	58	2,650
15-1121	Computer Systems Analysts	1	784	15	\$70,000	\$92,700	2,699	53	799
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	1	159	6	\$38,100	\$41,000	1,314	33	164
17-2071	Electrical Engineers	1	184	3	\$93,500	\$99,600	1,413	23	187
17-2072	Electronics Engineers, Except Computer	1	172	3	\$86,500	\$106,800	1,509	21	176
17-2199	Engineers, All Other	1	173	2	\$68,900	\$99,300	7,748	179	174
51-1011	First-Line Supervisors of Production and Operating Workers	1	1,125	29	\$58,100	\$62,700	4,870	74	1,154
11-1021	General and Operations Managers	1	4,628	86	\$108,700	\$123,500	15,283	249	4,713
17-3026	Industrial Engineering Technicians	1	72	1	\$51,800	\$57,800	n/a	n/a	74
11-3051	Industrial Production Managers	1	215	3	\$103,700	\$110,600	10,718	185	218
13-1081	Logisticians	1	244	7	\$62,000	\$78,700	3,445	95	251
51-4041	Machinists	1	557	12	\$39,400	\$44,200	1,240	40	568
17-2141	Mechanical Engineers	1	323	3	\$74,700	\$91,500	785	12	325
43-5061	Production, Planning, and Expediting Clerks	1	409	9	\$43,500	\$49,000	2,384	87	418
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	1	625	13	\$56,300	\$67,000	3,181	94	638
15-1132	Software Developers, Applications	1	1,210	22	\$83,100	\$106,700	3,387	66	1,233
15-1133	Software Developers, Systems Software	1	458	9	\$105,100	\$111,800	4,924	96	467
51-2092	Team Assemblers	1	1,837	118	\$32,100	\$33,200	179	15	1,955
	Total Annual Payroll				\$2,028,000	\$2,384,000			

Source: JobsEQ®

1. Occupation employment and unemployment are place-of-residence data—that is, referring to workers who reside in the named locality.

2. Occupation wages are as of 2017 and represent the average for all Covered Employment

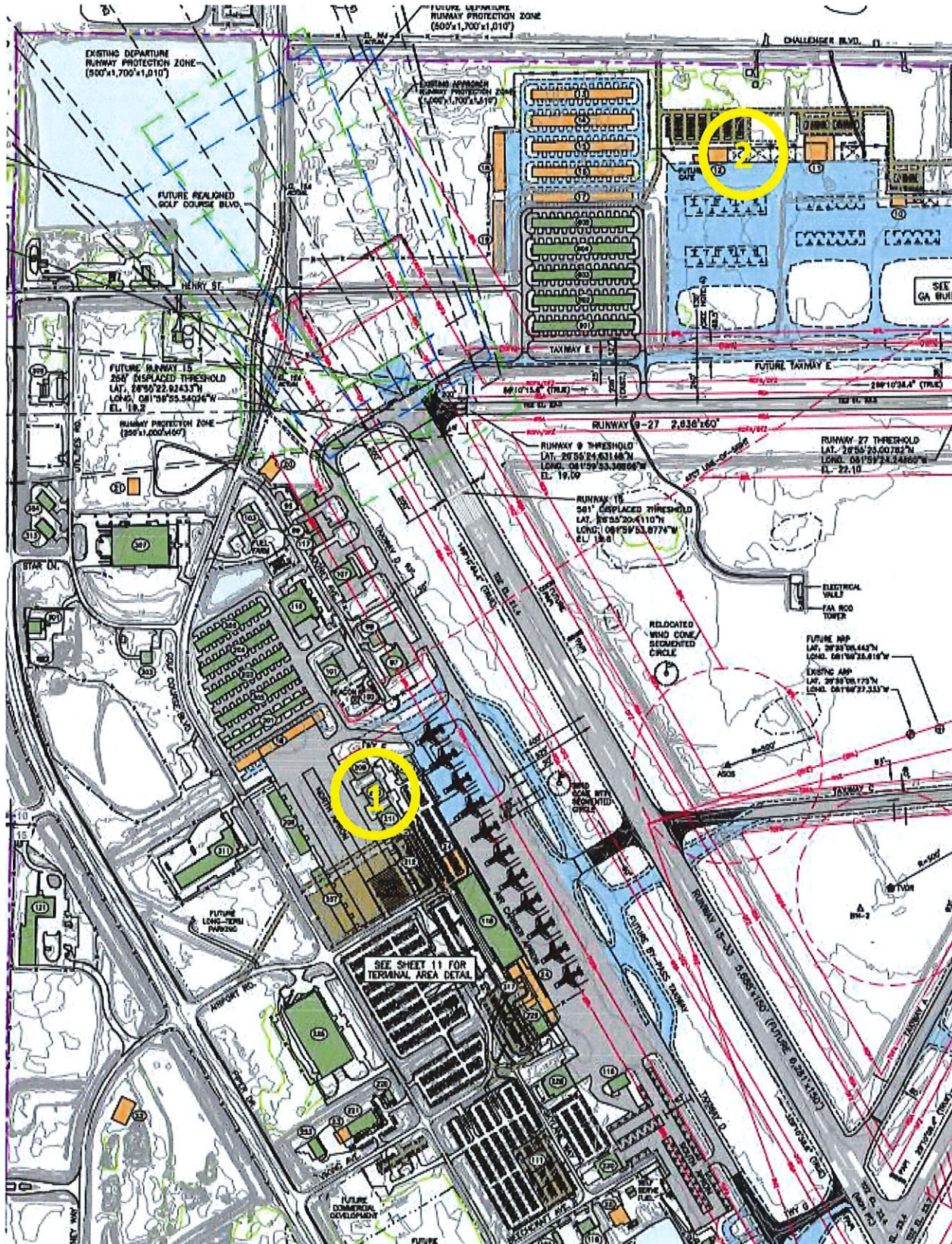
Data as of 2018Q2 unless noted otherwise

Note: Figures may not sum due to rounding.

Punta Gorda Airport

Location 1—Existing 10,000 sf hanger

Location 2— Possible build-to-suit 10,000 sf hanger



DEO - Florida Job Growth Grant Fund - Workforce Training Grant Proposal
Aviation Airframe and Powerplant Mechanics Certification Venue
Anticipated Costs

Costs Needing Deo Grant Funding

Costs covered by Charlotte Technical College and other Donors

Line	FAA Part	Nomenclature	Part #	Mfg-Vendor	Cost	Date rec'd	Comments	Surplus/ Donated
1	Support	Forklift Used, 4 ton Hyster, Warranted		Tampa Forklift (407) 936-1553				X
3	Support	6" Swivel Vise, Wilton #746 (24 ea)	1A1H4	Grainier	\$4,200	24 @ 175		
4	Support	Vertical Band Saw with welder	3WRL9	Grainier		1ea @ 10K		X
6	Support	Dust collector (Large)	3aa26	Grainier/Dayton				X
8	Support	Compressor, Rotary Screw 80 hp, 3 Phase with Associated equipment		Grainier #20FF3				X
9	Support	Mill/Drill Machine		Grainier#2LKR1		2ea@ 30K		X
10	Support	Aircraft "Jug, Clark Model CTAE-40 (Used)		Clark, Victory GSE 1-800-320-0558				X
11	Support	Ground Power Unit, ATA-24,		Tronair 1-800-426-8301				X
12	Support	Aero-Tow Model E-1800		Aero-Tow, 920-648-8114				X
15	Support	Pallet, Jack		Vestil #BWPJ				X
16	Support	Portable Degreaser Booth		Grainier #1MAH1				X
17	Support	Degreasing Tank (Paris washer)		Grainier #4NFUS				X
20	Support	Drill, Press	5PHC4	Daytona/Grainier	\$2,400	2ea@1200		
22	Support	Bench grinder on Stand	TYT69	Dayton/Grainier		2ea@430		X
23	Support	40 Piece Tap and Die Set	2LKN8	Grainier		5ea@250		X
24	Support	Drill Bit Set Cobalt 60 piece, aircraft		Grainier/ChicagoLatrobe		5ea@200		X
32	Support	Lincoln, MIG Welder, MIG216, K2816		Welding Supply 1-847-290-1070				X
33	Support	Lincoln, TIG Welder, Tig 275, Z75K2619		Welding Supply 1-847-290-1070				X
34	Support	Miller Spot welder # Z795		Grainier				X
35	Support	Lincoln ARC Welder, AC225		Northern Tool \$325				X
36	Support	Metal Abrasive cut off saw (small)		Grainier#9HL86 \$300				X
37	Support	Arbor Press, Small		Grainier#5Z077				X
38	Support	Hydraulic Press, Large 45 ton		Grainier#1UC51				X
40	Support	Drill Press, Large Electronic variable		Grainier#5TPR1		2ea@54236		X
41	Support	Media Blast, Siphon Feed		Grainier#4NFU2				X
42	Support	Media Blast, Pressure		Grainier#5YY21		2ea@5,500		X
46	Support	Miller, Plasma Cutter		Grainier#4UV55				X
47	Support	Rockwell (handress) Tester#900-331		Company Phase II, Phone 201-962-7373				X
49	Support	Steam Cleaner/Pressure washer P/N HT-H15015E1, Diesel Fired Burner		Ultimate Washer 1-866-668-4962				X
50	Support	Tubing Bender, 1/4" to 5/8"		Van Sant, 1-877-826-7268		2ea@600		X
52	Support	Hoist, 5 Ton, Aircraft and Engine		Grainier#5HH86	\$9,600			
53	Support	Tool Room Shelving, Edsal Heavy Duty Storage racks (24"x96")		Grainier#512M83		25ea@3356		X
54	Support	Tool Room Storage, Safety cabinets		Grainier#1YNE7		5ea@1280		X
55	Support	Janitorial Supply Cabinet		Grainier#4BE39		3ea@560		X
56	Support	6" Steel Casters, fixed and swivel		Grainier#1NVZ8		60@175		X

2	Support	Work Bench for engine shop(12ea)	JPES3	Grainier				\$9,600	
5	Support	Lathe, bench	5ca25	Grainier				\$12,000	2ea@8K
7	Support	Time and Attendance Computerized					Time clock PlusData Mgmt	\$5,100	
13	Support	Deal Computers with Monitor Model to be determined by college (55ea)					Deal Computers	\$82,500	55@1500
14	Support	26 Classroom, 15 Library, 7 staff, 2 timekeeping, 5 laboratory							
18	Support	Saw, Band for cutting Wood	4TK02	Grainier/Dayton				\$4,200	
19	Support	Saw, reciprocating, Milwaukee		Grainier#PKV6				\$512	2ea@256
21	Support	Band Saw Cabinet		TBD				\$1,000	
25	Support	Dust Collector		Grainier 6H004				\$960	2ea@480
26	Support	Dust Collector, Large		Grainier 3AA26				\$4,800	
27	Support	Welder, Saw Blades		6A489 Grainier				\$1,080	
28	Support	Library Shelves, adjustable		Grainier #82XPI				\$3,400	8ea@425
29	Support	Book truck for library (42Hx3W)		Grainier #9NVF4				\$500	
30	Support	Chairs, Classroom and library		Grainier 5VX20				\$4,800	80ea @60
31	Support	Tables, for classroom, library and		Grainier 3W463				\$10,800	60ea
39	Support	Metal Abrasive cut off saw (Large)							
43	Support	Torque wrench tester, Proto#J6472 for 3/8" 25 to 250lbs		Grainier				\$1,800	
44	Support	Torque Wrench tester 1/4" 5-50lbs Proto#J6470		Grainier				\$1,300	
45	Support	Torques Wrench Tester 1/2" ProtoJ6476		Grainier				\$1,460	
48	Support	Lathe, small bench style to lum Armatures		Grainier#5RAJ6				\$1,500	
51	Support	Surface Plate, Large with stand 3'-4'		Grainier#6PCY1aru6PD D4				\$4,400	

DEO - Florida Job Growth Grant Fund - Workforce Training Grant Proposal
 Aviation Airframe and Powerplant Mechanics Certification Venue
 Anticipated Costs

Costs Needing Deo Grant Funding

Costs covered by Charlotte Technical College and other Donors

101	Aa	Table Saw 12" Plus Blades	Graininger 2LKP6		x	\$2,300
105	Ak,Gf	Battery, Gill Model #G25	Aircraft Spruce located in Georgia 1-770-487-2310		x	\$304
106	Ak,Gf	Battery, Gill Model #G35	"	2ea@190	x	\$380
107	Ak,Gf	Battery, Gill Model# G240	"	2ea@300	x	\$600
108	Ak,Gf	Battery, Gill Model# G50E	"	2ea@750	x	\$1,500
109	Ak,Gf	Battery, Nickel Cadmium				
112	A,Gi,Gf	Hydrometer, P/N FR-1	Jepp Direct	\$225	5ea@45	\$1,125
113	A,Ac	Sheetmetal Brake 51 inch	Graininger#13W877		x	\$3,000
114	A,Ac	Sheetmetal Brake 52 inch	Graininger#13W878		x	\$2,200
115	A,Ac	Sheetmetal Box Brake	Graininger#13W876		x	\$1,200
116	A,Ac	Sheetmetal Metal Notcher	Graininger#13W570		x	\$585
117	A,Ac	Sheetmetal, Small forming roller (24")	Graininger#13W881		x	\$450
118	A,Ac	Sheetmetal, Large forming roller(50")	Graininger#13W883		x	\$1,400
119	A,Ac	Sheetmetal, Rotary Machine	Graininger#13W880		x	\$400
120	Ab	Praff sewing machine #463, with Table	Miami Industrial Sewing and Machine Co. 1-800-890-1217		x	\$4,000
121	Ae	Oxy-Acetylene welding Stations 16EA with fume collectors	Graininger, ESTIMATE		x	\$14,000
122	Ag	Cold storage floor freezer for composite material and DD rivets	Graininger#5NTX6		x	\$700
123	Ab	Hydraulic Test Bench #58 test various types of pumps, actuators etc.	A&P Hydraulics Series, Steve Harris 1-910-371-1151		x	\$90,000
124	Al,Gf	Hydraulic Mole # 623 To test Hydraulic Landing gear systems	"		x	\$19,000
125	Ac	Vacuum booth for Composites	tbid		x	\$16,000
126	Ae	2 Bottle Portable Oxy-Acetylene tanks with cart	Unweld/Graininger#5KH26		x	\$900
128	Ac	2 nitrogen service carts	Graininger		x	\$1,500
129	Ae,Gc	Aircraft Electronic Scales, #M2000-3-10CS for up to 30,000 pound aircraft.	Jackson Aircraft 561-281-6179		x	\$6,000
		Airframe Total		\$130,039		\$99,804.50
		General Total		\$591,054		\$250,058
		Total		\$651,093		\$349,862

* RED means we must buy new and we must have

* Blue items represent surplus costs which is half of the original and we must also have. If we could not get items in blue as surplus, we would have to pay full price.

\$980,955

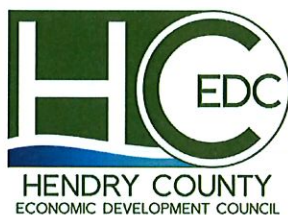
\$2,381,234 combined costs

\$1,400,279

102	Ac	Joiner with Table Assy	DW735	Graininger 1E232	\$1,000
103	Ab,Ac	Chop Saw, Wood <td>3HU86 <td>Graininger <td>\$320</td> </td></td>	3HU86 <td>Graininger <td>\$320</td> </td>	Graininger <td>\$320</td>	\$320
104	Ab,Ac	Tables for wood shop <td></td> <td>Tenneco #WB1-3048W</td> <td>\$3,600</td>		Tenneco #WB1-3048W	\$3,600
					6ea@\$600

110	A	Wood shop Sander floor model		Graininger# 52043	\$1,560
111	A <th>Visc. wood</th> <th></th> <th>Graininger # 4L743</th> <th>\$1,800</th>	Visc. wood		Graininger # 4L743	\$1,800
					6ea@300

127	A	Delta Sanding Disc Station(wood)		Graininger#4TJ97	\$1,100
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Cissy Proctor, Executive Director
Florida Department of Economic Opportunity
Caldwell Building
107 East Madison Street
Tallahassee, FL 32399-4120

Dear Director Proctor:

Please accept this letter of support from the Hendry County Economic Development Council on behalf of the Southwest Florida community supporting an FAA Airframe & Powerplant certification course outlined in the workforce training grant proposed by Florida Gateway College.

Hendry County, the Southwest Florida region, and the State of Florida as a whole would benefit from producing workforce training programs in targeted growth industries such as the Aviation & Aerospace Industry. Economic development in our region, both at the Punta Gorda Airport as well as AirGlades Airport, will create strong demand for a talented workforce in this field. This program will provide opportunities for our residents to meet this demand and obtain high paying jobs.

We are excited to see this workforce program succeed, and the entire region will benefit extensively from this program. I request that you consider award this grant to Florida Gateway College.

Sincerely,

Tuesday R Tritt

Tuesday R. Tritt
Chairman



AVIATION PARTNERS GROUP

Aviation Partners Group
28260 Airpark Drive Unit 114
Punta Gorda, FL 33982
Phone: (941) 637-8585
Fax: (941) 637-0388

September 26, 2018

Florida Department of Economic Opportunity
107 E. Madison St.
Tallahassee, FL 32399

Re: Letter of Support for Aviation Airframe and Powerplant Mechanics Certification Course

To whom it may concern:

We recently learned of Charlotte County's grant application through Florida's Department of Economic Opportunity to fund the start-up costs needed to launch an Aviation Airframe and Powerplant Mechanics Certification Course through Charlotte Technical College at the Punta Gorda Airport. As an aviation business located at the Punta Gorda Airport we support Charlotte County for actively seeking funding sources to start this type of educational course which will help support our need for certified professionals.

Our company is a certified dealer and distributor for the leading name brand Avionics companies and as such provides installation and repair capabilities for these brands. We have two fully equipped hangar locations but are lacking the skilled labor to fully utilize our facilities. Without these skilled professionals we find ourselves scheduling jobs over 3 months in the future. With this time frame, potential clients move on to another facility. We have been actively looking for A&P technicians for over 6 months and currently have 2 openings for A&P technicians.

The proposed Certification Program should provide a reliable stream of qualified aircraft mechanics vital to keep our business growing and hopefully open other opportunities as other companies move to the area. We hope these funds will be available for this project that will not only benefit my business but several other businesses, tenants, and land owners vital to the continued growth and success of Charlotte County.

I appreciate your consideration on funding of this request.

Sincerely,

A handwritten signature in cursive script that reads "Ann Marano".

Ann Marano

General Manager





September 20, 2018

Florida Department of Economic Opportunity
107 E. Madison Street
Tallahassee, FL 32399

Re: Letter of Support for Aviation Airframe and Powerplant Mechanics Certification Course

To Whom It May Concern:

We recently learned of Charlotte County's grant application through Florida's Department of Economic Opportunity to fund the start-up costs needed to launch an Aviation Airframe and Powerplant Mechanics Certification Course through Charlotte Technical College at the Punta Gorda Airport. As an aviation business located at the Punta Gorda Airport we support Charlotte County for actively seeking funding sources to start this type of educational course, which will help support, our need for certified professionals.

We are part of one of the world's leading testing, inspection and certification companies with a global reference for quality and integrity. As a strategic supplier of product conformity testing and engineering services for Aerospace Primes and their special process supply chain members, locating qualified employees is a priority in our business unit. Our training programs build on the traditional A&P curriculum and add hands-on experiences involving the latest in composites manufacturing, inspection, repairs and requalification for new and existing flight critical structures.

The proposed Certification Program should provide a reliable stream of qualified candidates vital to keep our business growing as well as open additional opportunities as other companies move to the area. We hope these funds will be available for this project that will not only benefit our business but several other businesses, tenants, and land owners vital to the continued growth and success of Charlotte County.

I appreciate your consideration on funding of this request.

Sincerely,

Charles Bushman

CEO

Arcadia Aerospace Industries

28000 AIRPORT ROAD, BOX A-11 • PUNTA GORDA • FLORIDA 33982
PHONE: 941.205.5700 • FAX: 941.205.5701