FLORIDA DEPARTMENT of ECONOMIC OPPORTUNITY

ENTERPRISE FLORIDA®

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: South Florida State College
Federal Employer Identification Number (if applicable): [redacted]

Primary Contact Name: Dr. Sid Valentine
Title: Vice President of Academic Affairs and Student Services
Mailing Address: 600 W. College Dr.
Avon Park, FL 33825
Phone Number: 863-784-7121
Email: valentsi@southflorida.edu

Secondary Contact Name: Lauren Earley
Title: Executive Assistant to the Vice President of Academic Affairs and Student Services
Phone Number: 863-784-7120

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.

TITLE: Jobs for Regional Advancement: Three Approaches Toward Prosperity
(see attached narrative document for description)

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

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

◉ Yes ○ No

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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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.

Refer to the attached narrative document.

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

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

Refer to the attached narrative document.

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?

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

Begin Date:_____ End Date:_____

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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

Refer to the attached narrative document.

I. Does this project have a local match amount?

◉ Yes ○ No

If yes, please describe the entity providing the match and the amount (Do not include in-kind).

Refer to the attached narrative document.

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

Refer to the attached narrative document.

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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 $2,296,895
Florida Job Growth Grant Fund

2.) Other Workforce Training Project Funding Sources:

City/County	$0	
Private Sources	$0	
Other (grants, etc.)	$250,000	Please Specify: HSI-STEM
Total Other Funding	$250,000	

3.) Workforce Training Project Costs:

Equipment	$949,300	
Personnel	$255,000	
Facilities	$375,000	
Tuition	$0	
Training Materials	$75,000	
Other	$642,595	Please Specify: See Attach
Total Project Costs	$2,546,895	

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.

Refer to the attached narrative document.

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4. Approvals and Authority

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

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

Approval of the South Florida State College District Board of Trustees.

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.

Please see attachment in appendix for the schedule of upcoming meetings. The DBOT would generally be willing to hold a special meeting, if necessary, when specific needs arise. This meeting must be noticed for 7 days.

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

Please see attachment in appendix.

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: South Florida State College

Name and Title of Authorized Representative: Dr. Thomas C. Leitzel, President

Representative Signature: 

Signature Date: 8/1/2018

SOUTH FLORIDA State College

Narrative to Accompany Parts 1 – 3 of the Proposal

Narrative to Accompany Parts 1 – 3 of the Proposal

Overview

Identified as critical needs in Florida's Heartland Region, affordable housing and workforce, are necessary if this region is to attract new and expanded investments to build a stronger, diverse, and balanced economy. This grant request has three dimensions, from basic to accelerated opportunities. All three hold potential for immediate job growth. Each builds the necessary infrastructure for attracting advanced manufacturing companies to locate in Florida's Heartland Region, including the counties of DeSoto, Hardee, and Highlands. These are the same three counties served by South Florida State College.

The requested grant funds will support the development of jobs in three areas, including, (1.) basic building trades/residential construction, (2.) advanced manufacturing and a (3.) key opportunity for veterans and transitioning military personnel to be trained as electronic warfare technicians.

The creation of a construction institute, aimed at providing skill-based training in the construction trades, will meet the building industry's need for multi-level skilled workers, allowing construction firms to hire capable construction workers. A second yet distinct phase of the funding will support the acceleration of an advanced manufacturing curriculum where students will pursue a sequence of courses designed to gain entry into industries as machinists or industrial maintenance technicians. Various stop-out points allow learners to gain valuable on-the-job experience and then return to the program to continue to advance their knowledge, culminating in a degree in Engineering Technology. Last, students who advance through the engineering program sequence or students who gained valuable experience in the military (transitioning personnel or veterans) will be recruited to participate in a program in e-defense, or electronic warfare technician training program through a partnership opportunity with advanced training provided by Florida Institute of Technology and the United States Air Force, delivered locally at the Avon Park Air Force Range. This program will place workers in various positions needed by Florida's defense-based industries.

Various points of entry and exit will ensure that job training in the three training programs addresses identified needs, such as affordable housing and workforce opportunities in a progressive and efficient manner.

Part 1: Program Requirements

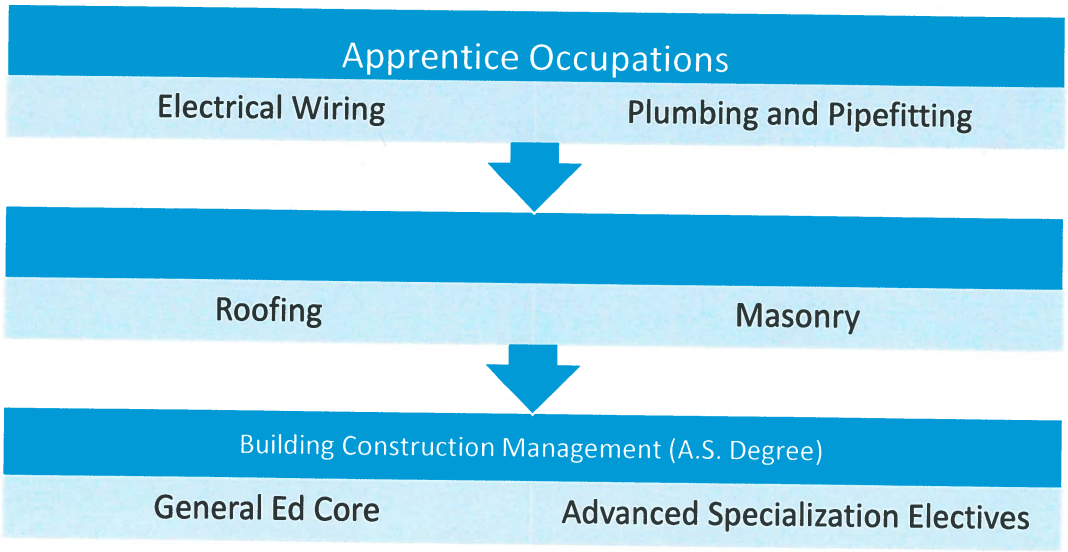
A. Provide the title and a detailed description of the proposed workforce training program.

Title: Jobs for Regional Advancement: Three Approaches Toward Prosperity

The ***three tiers*** of the regional advancement proposal consist of the following:

1. **(Building Construction)** In response to the critical need to create affordable housing and train workers for the building construction industry, South Florida State College will offer a program in basic construction trades. This program will enable learners to become educated on the construction trades in short-term, affordable segments for immediate entry into the field of building construction. The program can consist of a combination of separate courses, and participants can learn one specific skill or a combination of several, thus making the completer more desirable for hire by an employer.

   The building constructions trades certification is intended to be a non-credit, workforce certificate, which will allow participants to quickly enter / return to the job market with skills in areas such as basic constructing techniques, roofing, plumbing and pipefitting, electrical wiring, and masonry. Each of these skill trades areas have the potential to have a pathway leading from apprentice to journeyman and finally master craftsman in the chosen area. With Highlands County considered the second hardest hit region following hurricane Irma, construction trade fields are considered high demand / high wage occupations with immediate job opportunities (ref: Career Source Heartland Targeted Occupation List – please see attachment in appendix).



As previously stated, each of these areas, while stand-alone pathways with open exit opportunities, potentially can be stacked to form the basis of a two-year (Associate of Science Degree) in Building Construction Management. This will allow the for a greater economic impact both to the hourly/salary wage of the individual, as well as the overall economic impact to the Highlands, Hardee, and DeSoto area of South Florida State College.

2. **(Advanced Manufacturing)** To assist in solving the identified need to have an available and trained workforce for new and existing manufacturers, South Florida State College will offer a stackable credential in advanced manufacturing building upon the competencies needed for immediate employment in the manufacturing field as entry-level technicians through front-line supervisors. If a student wishes, the program culminates in an associate degree, but has multiple entry and exit points throughout the course sequence. As the student progresses through the pathway, he/she will accelerate toward a college credit certificate in Mechatronics, and potentially an associate of science degree in Engineering Technology.

   The attainment of one of the following college credit certificates or degrees from South Florida State College:

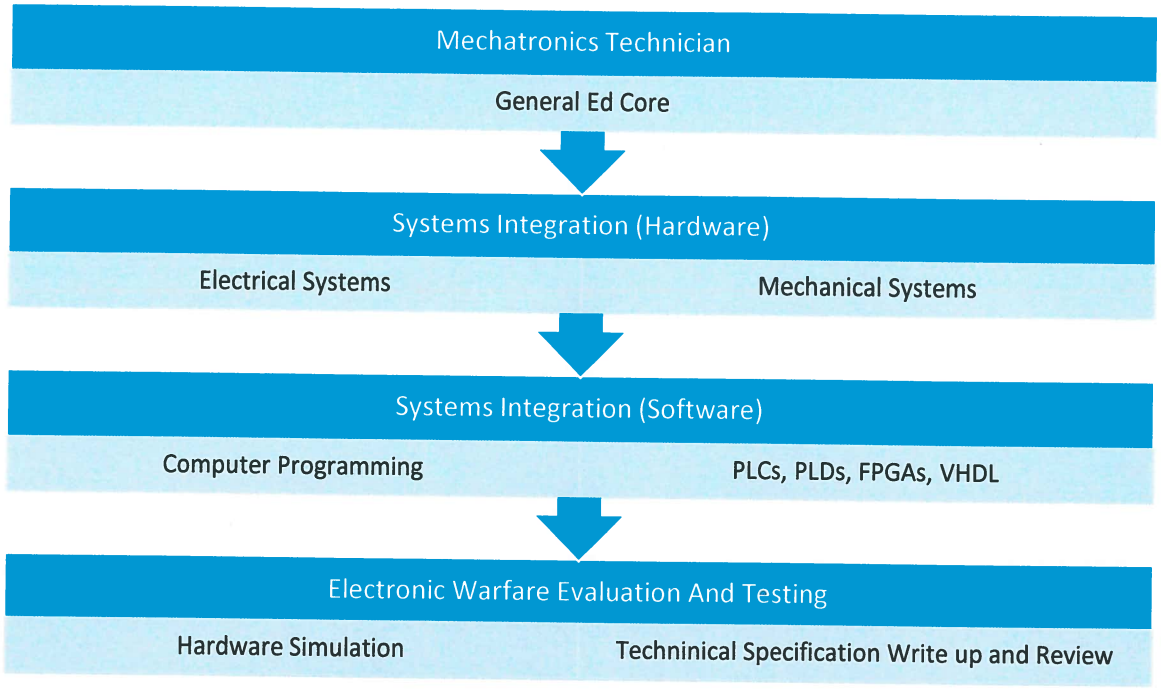
   a. CNC Machinist / Fabricator College Credit Certificate (12 credit hours)
   b. Lean Manufacturing College Credit Certificate (12 credit hours)
   c. Pneumatics, Hydraulics, and Motors for Manufacturing College Credit Certificate (12 credit hours)
   d. Engineering Technology Support Specialist College Credit Certificate (18 credit hours)
   e. Automation College Credit Certificate (12 credit hours)
   f. Welding College Credit Certificate (30 credit hours)
   g. Mechatronics College Credit Certificate (30 credit hours)
   h. Associate of Science in Engineering Technology (60 credit hours)

   As previously stated, each of these certificate and degree programs represent a pathway approach to education and training, as well as multiple entry and exit points that will be available. All the certificate programs listed transfer directly into the Associate of Science in Engineering Technology Program shown in part 2(a) above. These multiple entry and exit points allow students to "fast track" their education to meet their immediate needs while preserving the opportunity for them to return at a later date to continue their education and increase their earning potential. This multiple entry / exit point model allow transitioning military personnel, as well as veterans, to show competencies in certain areas, which will expedite their return to civilian life. All of the certifications listed provide potential employment opportunities in manufacturing, advanced agriculture or traditional business and industry store fronts, which will ensure high placement rate opportunities for all program completers. Furthermore, these degree and certificate programs serve as the foundation for the third, and final, tier of the proposal, the e-Defense tier.

3. **(Electronic Warfare)** e-Defense is a unique electronic warfare (EW) education and training program with potential to grow Florida's footprint in the homeland security, defense and aviation, and aerospace sectors. The e-Defense tier allows for the attainment of a specialized e-Defense certification which will prepare traditional students or transitioning military personnel for employment opportunities within these areas.

Sample Program Flow

(Mechatronics → Electronic Warfare)



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

The building construction trades component builds upon apprentice options in electrical and plumbing which currently exist at the institution in collaboration with local/regional corporate partners. The expansion of offerings into the areas of construction techniques, roofing and masonry, could form the basis of an Associate of Science in Building Construction Management. This A.S. degree could then be transferable to a Baccalaureate level and beyond, which will continuously allow for advanced career opportunities.

The advanced manufacturing component of this project will use existing certificate and degree programs (see part A above) as the foundation for an entry level certificate option in Electronic Warfare (EW) systems. This certification will also be used as the foundation of a transfer degree to be offered with select institutions throughout the State University System. Furthermore, the funding requested will assist in expanding the certifications shown, which will provide greater opportunities to students in Highlands, Hardee and Desoto counties, which are considered economically distressed by the Department of Economic Opportunity (DEO).

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

The applicable fields shown in the building construction trades component not only allow completers to work for various building contractors, but also allow for opportunities as a small business start-up. Furthermore, upon completion of the potential A.S. in Building Construction Management, there would be a seamless pathway into the Bachelors of Supervision and Management degree at South Florida State College as well.

The advanced manufacturing component is based on a strong foundation of fundamental skills in electrical, mechanical, software and systems engineering technology which prepares students for jobs not only in aerospace and defense companies/contractors, but also in areas of traditional manufacturing, advanced agriculture, and systems support. This ensures that the student, upon completion, has a recognized credential that is portable and applicable within the region, state and nation. Each of the certificates listed (see part (A)(2), advanced manufacturing), including the Electronic Warfare certification are built on the foundation of educational pathways, such that the student can continuously improve their job / economic prospects as well as career advancement opportunities. To reiterate, all initiatives outlined in this proposal give students the opportunity to gain entry level skills leading to employment.

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

As a member of the Florida College System, every program at South Florida State College (credit, clock-hour and non-credit based) is offered to the general public. South Florida State College has an open admissions policy, such that every student that applies to the institution is accepted. Each program offered will operate under the college's uniform academic, financial aid and student services processes, policies, and procedures. Successful students will have the opportunity to qualify for high-value internships and job-based learning experiences with companies throughout the region.

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

All Florida College System institutions adhere to course and program processes established by the Florida Department of Education. South Florida State College uses standardized program approval processes that involve review and approval steps at the academic, institution, and state levels. At South Florida State College, these steps include the following:

- The Dean of Applied Sciences and Technologies (for the purpose of this proposal) submits course and degree program descriptions to the South Florida State College Curriculum Committee.
- The curriculum committee reviews the academic content submitted and makes a recommendation on approval or denial of the same to the learning and student success committee.
- The learning and student success committee reviews the recommended courses/programs and makes a recommendation on approval or denial of the same to the District Board of Trustees.
- The District Board of Trustees makes a recommendation of approval or denial of the programs.
- If approved, the institutional liaison (in this case, the Vice President of Academic Affairs and Student Services) sends notification of the approved change to the Southern Association of Colleges and Schools Commission on Colleges.

Each credit hour program created is based on the national standard of 50 minutes of seat time per every clock hour achieved. Each credit hour earned is an accumulation of 15 hours of instruction achieved. As most of the courses in the degrees and certificates listed in part A of this document are three (3) credit hours in length, this equates to 45 contact hours of instructional time. This method is the same used throughout the institution, state and nationally when considering similar programs.

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

Yes. The programs listed in part A of this proposal will provide employed, unemployed, and underemployed individuals with access to all of the same educational opportunities afforded to students in any of the 59 programs offered at South Florida State College. This includes not only program support, but also student services and veterans services (where applicable) support as well. South Florida State College has also established each of these programs to meet federal financial aid requirements, which allow unemployed, or underemployed, individuals to secure PELL funding and other federal student aid resources. Furthermore, South Florida State College works closely with Career Source Heartland allowing our students to benefit from workforce training dollars which exist for both short-term and long-term training programs.

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.

As described throughout components A-F of this proposal, both sectors of the proposed workforce training (construction trades and advanced manufacturing) are critical to the economic stabilization and advancement of the DeSoto, Hardee and Highlands (Florida's Heartland) region. Traditionally an agricultural area of the state, with the onset of greening and the recent devastation of hurricane Irma, Florida's Heartland needs to reinvent itself to expand both current and perceived economic development opportunities.

Recently, North Carolina-based NUCORE Steel has announced the locating of a large rebar facility in our immediate area to the north of the Highlands county line. This facility will begin to attract tier one suppliers to the region that will require a trained workforce in advanced manufacturing. With the infusion of that workforce will be the necessity of affordable housing, which can only be built if qualified construction trades workers exist to keep up with the demand.

Furthermore, with the addition of the Electronic Warfare program, which will bring in transitioning military personnel and veterans, there will also be a need for affordable short-term housing, as these individuals participate in programs that will vary in length from six months to two years.

As you can see from this description, this proposal is not designed to add a program, or fix a short-term immediate need. It is designed, with all the pieces in place, to reinvent the economic opportunities for multiple communities in a three-county region, taking into consideration workforce opportunities, required housing needs, and program growth for the future to continue to grow opportunities for advancement. Table 1 below shows a breakdown, by program area, of the two broad components of this proposal including the number of program completers.

TABLE 1 – Program Impact

Component	Program / Area	Estimated Number of Completers (YEAR ONE)	Credential Earned (College Credit Certificate, Associates, Degree, Non-Credit Certificate	Estimated Average Hourly Wage Upon Completion
Building Construction Trades				
	Electrical Wiring	12	N.C.C.	$12.00
	Plumbing and Pipefitting	8	N.C.C.	$12.00
	Roofing	15	N.C.C.	$12.00
	Masonry	8	N.C.C.	$12.00
Advanced Manufacturing				
	Engineering Technology	8	A.S.	$20.00
	Mechatronics	8	C.C.C.	$20.00
	Automation	8	C.C.C.	$20.00
	Engineering Technology Support Specialist	4	C.C.C.	$17.00
	Pneumatics, Hydraulics and Motors for Manufacturing	8	C.C.C.	$18.00
	Lean Manufacturing	8	C.C.C.	$15.00
	CNC Machinist / Fabricator	12	C.C.C.	$15.00
	Welding	8	C.C.C.	$19.00
Electronic Warfare Technician				
	Electronic Warfare Technician	12	C.C.C.	$25.00
TOTAL:		**119**		

Part 2: Additional Information

A. **Is this an expansion of an existing program? Yes (Advanced Manufacturing, Electronic Warfare), No (Building Construction)**

The building construction trades component of this project is not an expansion of an existing program but is based on the needs of Florida's Heartland Region following hurricane Irma. As the hurricane left a devastating mark on the region, it also brought to light the unavailability of affordable housing, as some were looking to relocate following total losses to their previous homes.

The advanced manufacturing component of this project began at South Florida State College in January of 2018 as Mechatronics Technician training. The primary focus of that program was to build qualified Mechatronics (multi-skilled) technicians to prepare graduates for a fast-paced, ever changing career in the manufacturing sector. These funds, in part, would be used to create a subset of the Mechatronics Technician capable of troubleshooting and maintaining advanced electronic warfare equipment, which is out of the scope of the current curriculum offerings.

With the electronic warfare component a majority of the portion of the funds budgeted will enable South Florida State College to employ subject matter experts in this field to design and deliver state of the art content applicable to modern state of the art electronic warfare devices and systems. Unlike cyber security, which focuses on software systems and its interaction with hardware devices, electronic warfare systems focus on hardware to hardware interactions and mitigating perceived threats to various military assets.

B. **Does this proposal align with Florida's Targeted Industries? Yes.**

Table 2 below shows the alignment of the project components and the targeted industry list noted in the RFP (see attached in appendix) at: http://www.enterpriseflorida.com/wp-content/uploads/SI_Targeted_Industries.pdf.

TABLE 2 – Targeted Industry List Alignment

Program Area	Targeted Industry Sector(s)
Electronic Warfare Technician	*Info Tech:*
	Modeling, Simulation and Training
	Optics and Photonics
	Electronics
	Telecommunications
	Homeland Security / Defense:
	Optical Instruments
	Electronics
	Simulation and Training
Mechatronics, Engineering Technology and all listed certificate programs	*Life Sciences:*
	Laboratory and Surgical Instruments
	Info Tech:
	Modeling, Simulation and Training
	Optics and Photonics
	Electronics
	Homeland Security/Defense:
	Electronics
	Computer Systems Design
	Simulation and Training
	Financial / Professional Services:
	Engineering
	Consulting
	Other Manufacturing:
	Automotive and Marine
	Plastics and Rubber
	Machine Tool
Building Construction Trades	*Clean Tech:*
	Sustainable Building Products

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

Table 3 below shows the alignment of the project components to the Statewide Demand Occupation List noted in the RFP (see attached in appendix) at: http://careersourcerc.com/wp-content/uploads/2018/01/2017-2018-State-Demand-Occupations-List.pdf.

Table 4 shows the alignment of the project components to the Regional Demand Occupation List (see attached in appendix) located at: http://www.careersourceheartland.com/images/stories/PDF/CSH-LWDA19-2018-19-Demand-Occupations-List.pdf

TABLE 3 – Alignment with the State Demand Occupation List

Program Area	SOC Code	State Demand Occupation List Title
Building Construction Trades	472021	Brick Masons and Block Masons
	472031	Carpenters
	472051	Cement Masons and Concrete Finishers
	474011	Construction and Building Inspectors
	119021	Construction Managers
	472111	Electricians
	472152	Plumbers, Pipefitters and Steamfitters
	472181	Roofers
Mechatronics, Engineering Technology and all listed certificate programs	491011	First Line Supervisors of Mechanics, Installers and Repairers
	511011	First Line Supervisors of Production and Operating Workers
	499041	Industrial Machinery Mechanics
	514041	Machinists
	492098	Security and Fire Alarm System Installers
	274011	Audio and Video Equipment Technicians
	514121	Welders, Cutters, Solderers and Brazers
Electronic Warfare Technician	499041	Industrial Machinery Mechanics
	472111	Electricians

TABLE 4 – Alignment with the Regional Demand Occupation List

Program Area	SOC Code	Regional Demand Occupation List Title
Building Construction Trades	472021	Brick Masons and Block Masons
	472031	Carpenters
	472051	Cement Masons and Concrete Finishers
	474011	Construction and Building Inspectors
	119021	Construction Managers
	472111	Electricians
	472152	Plumbers, Pipefitters and Steamfitters
Mechatronics, Engineering Technology and all listed certificate programs	491011	First Line Supervisors of Mechanics, Installers and Repairers
	511011	First Line Supervisors of Production and Operating Workers
	499041	Industrial Machinery Mechanics
	514041	Machinists
	492098	Security and Fire Alarm System Installers
	274011	Audio and Video Equipment Technicians
	492022	Telecommunication Equipment Installers and Repairers
	514121	Welders, Cutters, Solderers and Brazers
Electronic Warfare Technician	499041	Industrial Machinery Mechanics
	472111	Electricians
	173024	Electro-Mechanical Technicians

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

Each of the programs listed as part of this project will be delivered using an in person, classroom-based, format with applicable labs and hands-on experiences taking place on job sites, as needed. There may also be computer-based supplemental instruction, as needed.

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

As previously noted in part G of section one (1), Table 5 shows the proposed number of completers in each of the program areas during year one.

Table 5 – Completers, and Applicable Credentials, Year One

Component	Program / Area	Estimated Number of Participants (YEAR ONE)	Estimated Number of Completers (YEAR ONE)	Credential Earned (College Credit Certificate, Associates, Degree, Non-Credit Certificate
Building Construction Trades				
	Electrical Wiring	15	12	N.C.C.
	Plumbing and Pipefitting	12	8	N.C.C.
	Roofing	20	15	N.C.C.
	Masonry	12	8	N.C.C.
Advanced Manufacturing				
	Engineering Technology	12	8	A.S.
	Mechatronics	12	8	C.C.C.
	Automation	12	8	C.C.C.
	Engineering Technology Support Specialist	6	4	C.C.C.
	Pneumatics, Hydraulics and Motors for Manufacturing	12	8	C.C.C.
	Lean Manufacturing	12	8	C.C.C.
	CNC Machinist / Fabricator	15	12	C.C.C.
	Welding	12	8	C.C.C.
Electronic Warfare Technician				
	Electronic Warfare Technician	12	12	C.C.C.
TOTAL:		**164**	**119**	

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

Table 6 shows the program area, program length and anticipated start and end dates.

Table 6 – Program Area, Length, and Anticipated Start and End Dates

Component	Program / Area	Program Length[1]	Anticipated Start Date	Anticipated End Date[2]
Building Construction Trades				
	Electrical Wiring	8 Weeks	1/3/19	N/A
	Plumbing and Pipefitting	8 Weeks	1/3/19	N/A
	Roofing	8 Weeks	1/3/19	N/A
	Masonry	8 Weeks	1/3/19	N/A
Advanced Manufacturing				
	Engineering Technology	4 Semesters	8/17/18	N/A
	Mechatronics	2 Semesters	8/17/18	N/A
	Automation	2 Semesters	8/17/18	N/A
	Engineering Technology Support Specialist	2 Semesters	8/17/18	N/A
	Pneumatics, Hydraulics and Motors for Manufacturing	2 Semesters	8/17/18	N/A
	Lean Manufacturing	2 Semesters	8/17/18	N/A
	CNC Machinist / Fabricator	2 Semesters	8/17/18	N/A
	Welding	2 Semesters	1/3/19	N/A
Electronic Warfare Technician				
	Electronic Warfare Technician	4 Semesters	4/15/19	N/A

[1] Time to completion of program may vary depending on previous college or military experience.
[2] There is no intention to end this program following the completion of the grant. Each component will become a standard program offering at South Florida State College.

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

Funds requested through this grant will be used for program start-up and expansion (in the case of currently existing programs) expenses. The programs will sustained through annual student tuition and fee revenue.

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

Table 7 – Certificates, Degree and CIP Codes

Component	Program / Area	Credential Earned (College Credit Certificate, Associates, Degree, Non-Credit Certificate	State CIP Code	Federal CIP Code
Building Construction Trades				
	Electrical Wiring	N.C.C.	0846030204	460302
	Plumbing and Pipefitting	N.C.C.	0846050302	460503
	Roofing	N.C.C.	08460410	460410
	Masonry	N.C.C.	08460101	460101
Advanced Manufacturing				
	Engineering Technology	A.S.	1615000001	150000
	Mechatronics	C.C.C.	0615000013	150000
	Automation	C.C.C.	0615040601	150406
	Engineering Technology Support Specialist	C.C.C.	0615000007	150000
	Pneumatics, Hydraulics and Motors for Manufacturing	C.C.C.	0615061303	150613
	Lean Manufacturing	C.C.C.	0615061302	150613
	CNC Machinist / Fabricator	C.C.C.	0648051002	480510
	Welding	C.C.C.	0648050805	480508
Electronic Warfare Technician				
	Electronic Warfare Technician	C.C.C.	1615000001	150000

I. **Does this project have a local match amount? Yes.**

Funding received through a U.S. Department of Education Title V Hispanic-Serving Institution STEM grant will be used to support $250,000 of this project.

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

Please see attached appendix.

Part 3: Program Budget

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:** **$2,296,895**
   Florida Job Growth Grant Fund

2. Other Workforce Training Project Funding Sources

City/County	$	
Private Sources	$	
Other (Grants, etc.)	$250,000.00	Please Specify: HSI-STEM Grant
Total Other Funding	$250,000.00	

3. Workforce Training Projected Costs

Equipment	$949,300
Personnel	$255,000
Facilities	$375,000
Tuition	$0
Training Materials	$75,000
Other	$642,595
Total Project Costs	$2,546,895

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

   (The timeline shown in Table 8 assumes that funds will be available September 1, 2018. If that date shifts, the project timeline can be adjusted accordingly).

Table 8 – Timeline

Month/Year	Activity
September 2018	Place advertisement to hire project director
	Place advertisement for adjunct instructors
	Release RFP for equipment purchases
	Begin non-credit Building Construction Trades programs/courses
	Begin "Flex C" expanded cohort of students in all existing Advanced Manufacturing Programs
	Begin initial advertising for Electronic Warfare programs
	Registration for Spring cohorts begins
October	Award equipment RFP to successful bidder
	Renew contract with 2 Circle for Electronic Warfare (consultation, course development and security assessment services)
	Place equipment order for Building Construction, Advanced Manufacturing and Electronic Warfare Programs
	Complete "Intent to Hire" forms for selected adjunct instructors
November/December	Receive and install all equipment
	Solidify MOU with Florida SUS institution creating a pathway for Electronic Warfare students to matriculate to advanced degrees
January 2019	Begin initial Electronic Warfare cohort
	Begin second cohorts in Advanced Manufacturing programs
	Continue to offer non-credit Building Construction Trades programming
March 2019	Registration for Summer and Fall cohorts begin
May 2019	Summer I cohorts in all programs begin
July 2019	Summer II cohorts in all programs begin
August 2019	Fall cohorts in all programs begin

Project Budget Narrative:

Equipment ($949,000):

As shown on the attached "Project Budget Detail" spreadsheet, the requested equipment funds will be used to expand the training opportunities in the programs listed in Part (1) of the proposal.

- This would allow the electrical, mechanical and PLC labs to accommodate 5 additional workstations (approximately $250,000).
- A portion of the equipment dollars (approximately $65,000) would be used to purchase an industry grade 3D printer for the purpose of assisting local and regional companies, as well as small business startups with prototype development.
- A threat assessment laboratory would be created (approximately $150,000) which would include 20 student workstations at $7,500.00 each.
- A network infrastructure upgrade such that Building Y can accommodate Electronic Warfare programming (approximately $175,000). This would include an expanded firewall, additional routers, switches, Building Y fiber, and network storage device.
- Instructional technology (approximately $91,800) to include laptops, smart podiums & smart boards, and projectors.
- Required connection software (approximately $17,500).
- All necessary equipment and tools requirement for building construction components (approximately $200,000) to include items such as hand tools, air compressors, pneumatic powered tools, mixers, scaffolding, student safety equipment, etc.

Personnel ($255,000):

As shown on the attached "Project Budget Detail" spreadsheet, the requested personnel funds will be used as follows:

- The hiring of a project manager (approximately $75,000) to ensure timely and accurate completion of all of the activities within the proposal.
- The hiring of multiple adjunct instructors (approximately $150,000) to be used for content delivery of all programs (both credit and non-credit) outlined in the proposal.
- Fringe benefits are estimated (approximately $30,000).

Facilities ($375,000):

As shown on the attached "Project Budget Detail" spreadsheet, the requested facility funds will be used to make necessary facility upgrades for new and expanded opportunities provided by funds received from the proposal.

- Building Y upgrades (approximately $150,000). This is the area which will house secure components of the Electronic Warfare program and as such additional doors, security cameras and entry mechanisms will be required.
- Crews Center upgrades (approximately $175,000). This is the area which will house the building construction trades programs and as such there are required facility upgrades and security upgrades needed to the facility.

- Center for Advanced Manufacturing (approximately $50,000). This will allow for additional security upgrades to the facility as well as expanded wiring and outlet installation, which will be required for certain 480V and 220V equipment which will be installed.

Tuition ($0):

There are no additional funds requested for Advanced Manufacturing under this line item.

Training Materials ($75,000):

As shown on the attached "Project Budget Detail" spreadsheet, the requested training material funds will be used as follows:

- To ensure that the expanded 3D printing lab can accommodate usage both by the student population and the general public (as an idea lab) funds are requested for expendables such as the filament printing material necessary for the printers operation (approximately $25,000).
- Ensure the availability of all necessary expendables in the building construction trades programs (approximately $50,000) to include items such as nails, lumber, sheet rock, sand, gravel, concrete mix, various types of wire, pipe and fittings.

Other ($642,595):

As shown on the attached "Project Budget Detail" spreadsheet, the requested "other" funds will be used as follows:

- Promotional Material/Advertising (approximately $25,000) to allow for promotion of new and existing programs that relate to the proposal.
- Local travel (approximately $500), which is designated as travel between campuses and the Avon Park Airforce Range all of which are located within our service area.
- In-State travel (approximately $2,500), which is designated to attend meetings outside of our service area, such as meetings with industry partners.
- Contracted / consultant services (approximately $315,000, broken down below), is designated in three parts:
    - Provide a security assessment of the electronic warfare defense training site (approximately $50,000), to ensure viability to host restricted content.
    - 2 Circle, Inc. will provide instructional design components for electronic warfare evaluation and testing (approximately $200,000).
    - Provide transitioning military personnel and veterans with recruitment options into the programs listed in this proposal (approximately $65,000). This will allow 4-6 visits (touch points) per month with local and regional veterans at military bases located throughout the region, state and nation.
- Indirect costs (approximately $299,595) are also included into the "other" costs and are calculated at a 15% rate.

Project Detail Budget

Project Detail Budget

	Requested Budget	Description
Equipment		
Mechanical and Electrical Systems	250,000	Expand Mechatronics lab to accommodate five (5) additional stations
Large Scale 3D Printer	65,000	
Threat Systems Laboratory Technology	150,000	20 Student Workstations @7500 each
Network Infrastructure	175,000	Firewall, routers, switches, Building Y fiber, network storage
Instructional Technology	91,800	Laptops, smart podium & boards, projectors
Software	17,500	
Building Constuction Equipment / Tools	200,000	Handtools, mixers, scaffolding, etc.
Total Equipment:	***949,300***	
Personnel		
Project Manager	75,000	
Adjunct Instructors	150,000	
Fringe Benefits	30,000	
Total Personnel:	***255,000***	
Facilities		
Builidng Y (Electronic Warfare)	150,000	Door additions, security cameras, etc.
Crews Center (Building Construction Trades)	175,000	Security cameras, area retrofits, etc.
Center for Advanced Manufacturing	50,000	Security cameras, wiring / outlet installation (for 480V, 220V, etc)
Total Facilities:	***375,000***	
Tuition		
N/A	0	
Total Tuition:	***0***	
Training Materials		
Instructional Materials and Supplies	75,000	Consumable materials and supplies
Total Training Materials:	***75,000***	

Other		
Promotional Materials / Advertising	25,000	
Local Travel	500	Travel between campuses and the Air Force Range
In-State Travel	2,500	Industry partner meetings
Contracted / Consultant Services:		
1. Security Assessment for Defense Training Site	50,000	System analysis for hosted restricted content
2. 2 Circle, Incorporated	200,000	Instructional design - EW Test and Evaluation
3. Transition Recruitment	65,000	4-6 base visits per month to recruit transitioning personnel
Indirect Costs	299,595	
Total Other:	***642,595***	
Committed Matching Funds:		
	250,000	
Total Request (excluding existing match):	***2,296,895***	

SOUTH FLORIDA State College

Appendix

Included in Appendix

- Authority to Execute Proposal Documentation
- District Board of Trustees Annual Meeting Calendar
- Statewide and Regional Demand Occupation Lists, Qualified Targeted Industries for Incentives List
- Support Documents for Electronic Warfare Component

SOUTH FLORIDA State College

Authority to Execute Proposal Documentation

SOUTH FLORIDA STATE COLLEGE
DISTRICT BOARD OF TRUSTEES POLICIES

POLICY NO. 2.05

TITLE: SIGNING AUTHORITY

LEGAL AUTHORITY: FLORIDA STATUTE 1001.64
STATE BOARD OF EDUCATION RULES: 6A-14.0261, 6A-14.075

OFFICE OF PRIMARY RESPONSIBILITY: PRESIDENT'S OFFICE

The District Board of Trustees shall constitute the contracting agent of the college. The Board shall approve all inter-governmental agreements, as well as all contracts in excess of that authorized to be approved by the president by appropriate statute and rule. The Board authorizes the use of facsimile signatures on checks, personnel contracts, and when permissible, other college documents.

The Board authorizes signatory authority on college banking accounts to the Board chair and the president, and such signatory authority will remain in effect until changed following the election of a new Board chair or appointment of the president. The Board may authorize temporary signatory authority to the vice chair of the Board or another Board member as necessary for operational efficiencies.

The president may negotiate and sign contractual agreements with outside agents in accordance with applicable statutes and rules.

The president may delegate the authority to negotiate contracts and to provide signatory authority as established by procurement guidelines stipulated in college administrative procedures.

The president may delegate to appropriate administrators the responsibility to maintain in safekeeping the facsimile signatures of those authorized by the Board to sign checks, personnel contracts, and when permissible, other college documents.

Also see: District Board of Trustees Policy 4.04, *Purchasing Contracts*

HISTORY: Last Revised: 1/23/13

Issued by District Board of Trustees: 8/10/84
Reviewed: 7/01/04, 7/01/07
Revised: 11/28/01, 12/10/08, 6/27/12, 1/23/13

SOUTH FLORIDA State College

District Board of Trustees Annual Meeting Calendar

NOTICE OF MEETING DATES (PROPOSED)
SOUTH FLORIDA STATE COLLEGE DISTRICT BOARD OF TRUSTEES

The regular monthly meetings, planning workshop, and budget workshop of the South Florida State College District Board of Trustees will be held, with the general public invited, as listed below:

Wednesday, August 22, 2018	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, September 19, 2018	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, October 31, 2018	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, December 5, 2018	**Planning Workshop – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, December 5, 2018	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, January 23, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, February 20, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, March 27, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, April 24, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, May 22, 2019	**Budget Workshop – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, May 22, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, June 26, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**
Wednesday, July 17, 2019	**Board Meeting – TBD**	**Highlands Campus, 600 W. College Dr., Avon Park, FL**

General Subject Matter to Be Considered: Items of interest to the District Board of Trustees, including but not limited to, personnel matters, policy matters, business affairs, academic and student affairs, curriculum, grants, agreements, purchasing/construction, fee changes, monthly financial report, and other routine business. A copy of the Agenda may be obtained by contacting the President's office at (863) 784-7110.

IF A PERSON DECIDES TO APPEAL ANY DECISION MADE BY THE DISTRICT BOARD OF TRUSTEES WITH RESPECT TO ANY MATTER CONSIDERED AT THIS MEETING, THAT PERSON WILL NEED A RECORD OF THE PROCEEDINGS, AND MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

Statewide and Regional Demand Occupation Lists, Qualified Targeted Industries for Incentives List

2018-19 Regional Demand Occupations List

Sorted by Occupational Title

Workforce Development Area 19 - DeSoto, Hardee, Highlands, and Okeechobee Counties

Workforce Estimating Conference Selection Criteria:

1. FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), or 5 (Bachelor's Degree)
2. 30 annual openings and positive growth
3. Mean Wage of $13.82/hour and Entry Wage of $11.24/hour
4. High Skill/High Wage (HSHW) Occupations:
   Mean Wage of $21.66/hour and Entry Wage of $13.82/hour

SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2017 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
					Mean	Entry			
132011	HSHW	Accountants and Auditors	2.16	33	26.05	18.58	5	Yes	R
113011	HSHW	Administrative Services Managers	1.63	1,109	52.41	30.38	4	Yes	S
413011		Advertising Sales Agents	0.51	1,614	27.05	13.63	3	Yes	S
493011	HSHW	Aircraft Mechanics and Service Technicians	1.28	1,278	27.09	17.33	3	Yes	S
532011	HSHW	Airline Pilots, Copilots, and Flight Engineers	1.76	549	85.52	47.37	4	Yes	S
274011		Audio and Video Equipment Technicians	2.03	641	20.02	12.89	4	Yes	S
493023		Automotive Service Technicians and Mechanics	0.57	49	17.15	11.59	3	No	R
472021		Brickmasons and Blockmasons	3.10	906	17.74	12.73	3	No	S
493031		Bus and Truck Mechanics and Diesel Engine Specialists	1.60	1,294	22.58	15.79	3	Yes	S
533021		Bus Drivers, Transit and Intercity	1.27	1,553	16.60	12.57	3	Yes	S
131199	HSHW	Business Operations Specialists, All Other	1.62	8,743	33.69	19.73	4	No	S
435011		Cargo and Freight Agents	1.53	649	21.58	13.48	3	Yes	S
472031		Carpenters	1.69	48	17.56	13.73	3	No	R
472051		Cement Masons and Concrete Finishers	2.48	1,686	16.93	12.35	3	No	S
351011	HSHW	Chefs and Head Cooks	1.69	1,222	28.09	17.17	3	No	S
131031	HSHW	Claims Adjusters, Examiners, and Investigators	1.04	1,921	30.57	19.92	3	Yes	S
532012	HSHW	Commercial Pilots	1.61	572	44.86	23.00	3	Yes	S
131041	HSHW	Compliance Officers	1.07	1,490	30.30	17.84	3	No	S
151143	HSHW	Computer Network Architects	1.42	1,333	36.85	22.46	3	Yes	S
151152	HSHW	Computer Network Support Specialists	1.50	913	28.26	17.76	3	Yes	S
151121	HSHW	Computer Systems Analysts	2.70	1,867	40.67	27.27	4	Yes	S
151151		Computer User Support Specialists	2.02	3,383	22.57	14.29	3	Yes	S
474011	HSHW	Construction and Building Inspectors	1.89	926	28.56	18.88	3	No	S
119021	HSHW	Construction Managers	1.32	2,597	46.78	27.63	4	No	S
333012		Correctional Officers and Jailers	0.21	89	17.40	15.67	3	No	R
131051	HSHW	Cost Estimators	1.80	1,649	29.57	18.16	4	No	S
151141	HSHW	Database Administrators	1.78	649	40.87	26.16	4	Yes	S
319091		Dental Assistants	2.28	2,680	18.58	13.92	3	Yes	S
292021	HSHW	Dental Hygienists	2.28	973	30.93	23.34	4	Yes	S
292032	HSHW	Diagnostic Medical Sonographers	3.24	511	30.76	24.58	3	Yes	S
499051	HSHW	Electrical Power-Line Installers and Repairers	1.32	15	25.72	17.38	3	No	R
472111		Electricians	1.76	5,013	21.86	15.14	3	No	S
173024	HSHW	Electro-Mechanical Technicians	2.00	15	25.72	15.17	3	Yes	R
252021	HSHW	Elementary School Teachers, Except Special Education	1.28	82	27.39	21.67	5	No	R
436011	HSHW	Executive Secretaries and Executive Admin. Assistants	0.02	4,311	25.16	17.12	3	Yes	S
332011	HSHW	Firefighters	1.11	2,074	25.21	15.88	3	No	S
371012		First-Line Superv. Landscaping & Groundskeeping Workers	1.55	1,753	23.07	14.46	3	No	S
471011	HSHW	First-Line Superv. of Construction and Extraction Workers	1.85	5,876	29.52	19.69	4	No	S
351012		First-Line Superv. of Food Preparation & Serving Workers	NR	NR	15.57	11.43	3	No	R
371011		First-Line Superv. of Housekeeping & Janitorial Workers	1.49	1,776	18.92	12.61	3	No	S
531031	HSHW	First-Line Superv. of Material-Moving Vehicle Operators	1.20	1,311	28.32	17.81	3	Yes	S
491011	HSHW	First-Line Superv. of Mechanics, Installers, and Repairers	1.29	3,113	30.43	20.06	3	No	S
431011	HSHW	First-Line Superv. of Office and Admin. Support Workers	0.96	49	23.48	15.79	4	Yes	R
511011	HSHW	First-Line Superv. of Production and Operating Workers	0.59	2,594	28.34	18.64	3	Yes	S
411012	HSHW	First-Line Supervisors of Non-Retail Sales Workers	1.19	3,977	44.88	22.36	4	Yes	S
391021		First-Line Supervisors of Personal Service Workers	1.70	2,176	20.49	12.86	3	No	S
411011		First-Line Supervisors of Retail Sales Workers	0.91	106	21.30	14.49	3	No	R
119051	HSHW	Food Service Managers	1.44	1,764	36.15	22.74	4	No	S
111021	HSHW	General and Operations Managers	0.78	38	44.63	23.77	4	Yes	R
472121		Glaziers	1.48	510	17.04	12.54	3	No	S
271024		Graphic Designers	1.08	1,859	22.56	14.86	4	Yes	S

292099		Health Technologists and Technicians, All Other	2.38	948	19.80	12.98	3	Yes	S
499021		Heating, A.C., and Refrigeration Mechanics and Installers	1.83	4,030	20.06	13.89	3	No	S
533032		Heavy and Tractor-Trailer Truck Drivers	1.23	10,864	19.52	13.18	3	Yes	S
499041	HSHW	Industrial Machinery Mechanics	2.61	1,607	23.86	16.35	3	Yes	S
537051		Industrial Truck and Tractor Operators	0.89	2,544	16.55	12.09	3	Yes	S
413021	HSHW	Insurance Sales Agents	1.44	4,797	33.82	17.23	3	Yes	S
271025		Interior Designers	1.49	732	24.10	13.77	4	Yes	S
292061		Licensed Practical and Licensed Vocational Nurses	1.04	31	20.38	16.50	3	Yes	R
434131		Loan Interviewers and Clerks	1.41	1,937	19.69	14.37	3	Yes	S
132072	HSHW	Loan Officers	1.32	2,060	40.96	22.28	4	Yes	S
514041		Machinists	1.50	1,176	19.67	13.43	3	Yes	S
319011		Massage Therapists	2.50	2,111	21.51	12.66	3	No	S
292012		Medical and Clinical Laboratory Technicians	2.46	618	18.70	12.94	4	Yes	S
292011	HSHW	Medical and Clinical Laboratory Technologists	1.81	811	29.94	24.24	4	Yes	S
319092		Medical Assistants	2.45	68	14.95	11.41	3	Yes	R
292071		Medical Records and Health Information Technicians	1.98	878	20.04	13.08	4	Yes	S
436013		Medical Secretaries	2.31	2,944	15.60	12.20	3	Yes	S
131121		Meeting, Convention, and Event Planners	1.96	1,074	22.89	13.81	4	No	S
252022	HSHW	Middle School Teachers, Exc. Special & Voc. Education	1.28	36	28.36	23.52	5	No	R
493042		Mobile Heavy Equipment Mechanics, Except Engines	1.45	594	21.82	15.57	3	Yes	S
151142	HSHW	Network and Computer Systems Administrators	1.42	1,435	39.74	26.06	4	Yes	S
311014		Nursing Assistants	2.28	17	11.19	9.50	3	No	R
472073		Operating Engineers/Construction Equipment Operators	1.75	2,201	18.77	14.16	3	No	S
292081		Opticians, Dispensing	2.68	506	18.48	12.64	4	Yes	S
232011	HSHW	Paralegals and Legal Assistants	1.90	2,480	23.91	16.19	3	Yes	S
373012		Pesticide Handlers, Sprayers, & Applicators, Vegetation	1.46	526	16.69	12.52	4	No	S
319097		Phlebotomists	2.59	1,100	14.94	12.04	3	Yes	S
312021	HSHW	Physical Therapist Assistants	3.94	899	31.15	24.28	4	Yes	S
472152		Plumbers, Pipefitters, and Steamfitters	1.40	3,211	20.07	14.05	3	No	S
333051	HSHW	Police and Sheriff's Patrol Officers	0.79	33	21.86	17.21	3	No	R
119141		Property, Real Estate & Community Association Managers	1.60	3,649	29.01	14.46	4	No	S
131023	HSHW	Purchasing Agents, Except Farm Products & Trade	0.80	1,522	29.65	19.13	4	Yes	S
292034	HSHW	Radiologic Technologists	1.50	946	26.00	18.83	3	Yes	S
419021		Real Estate Brokers	1.65	735	41.39	13.96	3	No	S
291141	HSHW	Registered Nurses	0.96	77	28.21	20.36	4	Yes	R
291126	HSHW	Respiratory Therapists	1.42	595	27.60	22.32	4	Yes	S
414011	HSHW	Sales Representatives, Wholesale & Mfg, Tech. & Sci. Prod.	1.21	2,641	41.47	18.89	3	Yes	S
414012		Sales Representatives, Wholesale and Manufacturing, Other	1.04	11,577	28.72	12.53	3	Yes	S
252031	HSHW	Secondary School Teachers, Exc. Special and Voc. Ed.	1.25	36	28.18	22.06	5	No	R
492098		Security and Fire Alarm Systems Installers	1.91	832	20.75	14.89	3	No	S
211093		Social and Human Service Assistants	1.27	1,546	15.75	11.97	3	No	S
151132	HSHW	Software Developers, Applications	2.43	3,276	43.36	27.52	4	Yes	S
292055		Surgical Technologists	1.98	695	20.79	16.25	3	Yes	S
492022	HSHW	Telecommunications Equipment Installers and Repairers	0.11	1,636	25.26	16.25	3	Yes	S
292056		Veterinary Technologists and Technicians	2.69	961	15.62	12.04	4	Yes	S
251194	HSHW	Vocational Education Teachers, Postsecondary	1.69	626	29.44	17.17	4	No	S
151134	HSHW	Web Developers	3.20	1,102	30.60	18.75	3	Yes	S
514121		Welders, Cutters, Solderers, and Brazers	0.93	1,706	18.32	12.91	3	Yes	S
131022	HSHW	Wholesale and Retail Buyers, Except Farm Products	1.65	574	32.23	16.96	4	Yes	S

†SOC Code and Occupational Title refer to Standard Occupational Classification codes and titles.

††HSHW = High Skill/High Wage.

†††Data Source:

R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.

S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.

NR = Not releasable.

EFI - Enterprise Florida, Inc.

2017-18 Florida Statewide Demand Occupations List

Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree

Sorted by Occupational Title

Workforce Estimating Conference Selection Criteria:

1 FLDOE Training Codes 3 (PSAV Certificate)
or 4 (College Credit Certificate/Associate Degree)

2 150 annual openings and average growth rate of 1.43% or
360 annual openings with any positive growth

3 Mean Wage of $14.39/hour and Entry Wage of $11.70/hour

4 High Skill/High Wage (HSHW) Occupations:
Mean Wage of $22.55/hour and Entry Wage of $14.39/hour

SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2016 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	STEM Occupation?	New to List?
					Mean	Entry				
113011	HSHW	Administrative Services Managers	1.59	344	52.64	31.94	4	Yes	No	
413011		Advertising Sales Agents	0.51	468	27.07	13.34	3	Yes	No	
493011	HSHW	Aircraft Mechanics and Service Technicians	1.07	441	27.27	17.34	3	Yes	No	
274011		Audio and Video Equipment Technicians	2.02	184	18.40	12.19	4	Yes	No	Yes
493021		Automotive Body and Related Repairers	1.53	400	19.96	13.07	3	No	No	Yes
493023		Automotive Service Technicians and Mechanics	1.15	2,014	18.92	11.84	3	No	No	
472021		Brickmasons and Blockmasons	3.22	180	17.35	13.47	3	No	No	
493031		Bus and Truck Mechanics and Diesel Engine Specialists	1.65	394	21.58	15.20	3	Yes	No	
131199	HSHW	Business Operations Specialists, All Other	1.61	2,138	32.56	19.47	4	No	Yes	
292031		Cardiovascular Technologists and Technicians	2.76	206	23.23	13.46	3	Yes	No	
435011		Cargo and Freight Agents	1.56	312	20.96	13.12	3	Yes	No	
472031		Carpenters	1.79	1,780	17.93	12.24	3	No	No	
472051		Cement Masons and Concrete Finishers	2.70	497	16.88	12.30	3	No	No	
351011	HSHW	Chefs and Head Cooks	1.69	265	27.14	16.82	3	No	No	Yes
131031	HSHW	Claims Adjusters, Examiners, and Investigators	1.16	771	29.52	19.50	3	Yes	No	
532012	HSHW	Commercial Pilots	1.69	194	50.06	23.77	3	Yes	No	
131041	HSHW	Compliance Officers	0.91	366	29.75	17.69	3	No	Yes	
151143	HSHW	Computer Network Architects	1.56	478	36.37	22.74	3	Yes	Yes	
151152	HSHW	Computer Network Support Specialists	1.71	287	28.13	17.41	3	Yes	Yes	Yes
151121	HSHW	Computer Systems Analysts	2.85	869	40.24	26.13	4	Yes	Yes	
151151		Computer User Support Specialists	2.01	1,087	21.97	14.13	3	Yes	Yes	
474011	HSHW	Construction and Building Inspectors	2.05	339	28.19	19.02	3	No	No	
119021	HSHW	Construction Managers	1.47	922	44.50	25.38	4	No	Yes	
333012		Correctional Officers and Jailers	0.42	1,123	21.45	15.89	3	No	No	
131051	HSHW	Cost Estimators	1.99	722	28.35	17.48	4	No	Yes	
151141	HSHW	Database Administrators	1.72	269	39.77	25.55	4	Yes	Yes	

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics

2017-18 Florida Statewide Demand Occupations List

Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree

Sorted by Occupational Title

Workforce Estimating Conference Selection Criteria:

1 FLDOE Training Codes 3 (PSAV Certificate) or 4 (College Credit Certificate/Associate Degree)

2 150 annual openings and average growth rate of 1.43% or 360 annual openings with any positive growth

3 Mean Wage of $14.39/hour and Entry Wage of $11.70/hour

4 High Skill/High Wage (HSHW) Occupations: Mean Wage of $22.55/hour and Entry Wage of $14.39/hour

SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2016 Hourly Wage Mean	2016 Hourly Wage Entry	FLDOE Training Code	In EFI Targeted Industry?	STEM Occupation?	New to List?
319091		Dental Assistants	2.10	817	17.71	12.92	3	Yes	No	
292021	HSHW	Dental Hygienists	2.12	404	31.06	23.80	4	Yes	Yes	
292032	HSHW	Diagnostic Medical Sonographers	3.33	262	30.46	23.85	3	Yes	No	
499051	HSHW	Electrical Power-Line Installers and Repairers	1.32	386	25.30	17.27	3	No	No	
472111		Electricians	2.11	1,389	21.07	14.49	3	No	No	
436011	HSHW	Executive Secretaries and Executive Admin. Assistants	0.12	535	24.34	16.73	3	Yes	No	
332011	HSHW	Firefighters	1.17	993	25.50	15.54	3	No	No	
371012		First-Line Superv. Landscaping & Groundskeeping Workers	1.56	571	21.35	13.86	3	No	No	
471011	HSHW	First-Line Superv. of Construction and Extraction Workers	2.05	1,277	28.56	19.37	4	No	Yes	
371011		First-Line Superv. of Housekeeping & Janitorial Workers	1.47	412	17.84	12.12	3	No	No	
531031	HSHW	First-Line Superv. of Material-Moving Vehicle Operators	1.17	422	28.02	17.60	3	Yes	No	
491011	HSHW	First-Line Superv. of Mechanics, Installers, and Repairers	1.32	968	29.90	19.57	3	No	No	
431011	HSHW	First-Line Superv. of Office and Admin. Support Workers	1.45	2,843	26.10	17.19	4	Yes	No	
511011	HSHW	First-Line Superv. of Production and Operating Workers	0.56	537	27.58	18.25	3	Yes	No	
411012	HSHW	First-Line Supervisors of Non-Retail Sales Workers	1.20	915	45.18	22.44	4	Yes	No	
391021		First-Line Supervisors of Personal Service Workers	1.75	586	19.73	12.46	3	No	No	
411011		First-Line Supervisors of Retail Sales Workers	1.18	3,909	21.88	14.30	3	No	No	
119051	HSHW	Food Service Managers	1.39	473	33.25	21.16	4	No	No	Yes
111021	HSHW	General and Operations Managers	1.58	3,164	63.16	32.07	4	Yes	No	
271024		Graphic Designers	1.07	568	22.43	14.68	4	Yes	Yes	
292099		Health Technologists and Technicians, All Other	2.32	309	18.78	12.66	3	Yes	Yes	
499021		Heating, A.C., and Refrigeration Mechanics and Installers	2.20	1,168	19.64	13.24	3	No	No	
533032		Heavy and Tractor-Trailer Truck Drivers	1.29	2,471	18.71	12.65	3	Yes	No	
499041	HSHW	Industrial Machinery Mechanics	2.60	638	23.05	15.75	3	Yes	No	
151122	HSHW	Information Security Analysts	2.74	163	41.03	25.69	3	Yes	Yes	
413021	HSHW	Insurance Sales Agents	1.47	1,857	33.86	17.59	3	Yes	No	

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics

2017-18 Florida Statewide Demand Occupations List

Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree

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SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2016 Hourly Wage Mean	2016 Hourly Wage Entry	FLDOE Training Code	In EFI Targeted Industry?	STEM Occupation?	New to List?
271025		Interior Designers	1.64	254	23.39	13.05	4	Yes	No	
292061		Licensed Practical and Licensed Vocational Nurses	2.13	2,248	20.74	16.60	3	Yes	No	
434131		Loan Interviewers and Clerks	1.46	494	19.35	14.27	3	Yes	No	Yes
132072	HSHW	Loan Officers	1.39	640	40.29	22.22	4	Yes	No	
514041		Machinists	1.44	414	18.84	12.59	3	Yes	No	Yes
319011		Massage Therapists	2.41	455	20.90	11.86	3	No	No	
292012		Medical and Clinical Laboratory Technicians	2.34	310	18.35	12.75	4	Yes	No	
292011	HSHW	Medical and Clinical Laboratory Technologists	1.83	467	29.57	24.51	4	Yes	Yes	
319092		Medical Assistants	2.99	2,451	14.94	12.08	3	Yes	No	
292071		Medical Records and Health Information Technicians	1.91	421	19.52	12.73	4	Yes	No	
436013		Medical Secretaries	2.27	687	15.48	12.16	3	Yes	No	
131121		Meeting, Convention, and Event Planners	2.09	239	22.54	13.52	4	No	No	
151142	HSHW	Network and Computer Systems Administrators	1.38	466	39.49	25.98	4	Yes	Yes	
472073		Operating Engineers/Construction Equipment Operators	1.89	575	17.96	13.34	3	No	No	
292081		Opticians, Dispensing	2.68	300	19.48	13.37	4	Yes	No	
232011	HSHW	Paralegals and Legal Assistants	2.03	927	24.65	17.05	3	Yes	No	
319097		Phlebotomists	2.44	355	14.61	11.87	3	Yes	No	Yes
312021	HSHW	Physical Therapist Assistants	3.72	302	30.50	23.65	4	Yes	No	
472152		Plumbers, Pipefitters, and Steamfitters	1.75	775	19.37	13.28	3	No	No	
333051	HSHW	Police and Sheriff's Patrol Officers	1.09	1,836	28.42	19.48	3	No	No	
119141		Property, Real Estate & Community Association Managers	1.52	1,191	27.61	14.22	4	No	No	
131023	HSHW	Purchasing Agents, Except Farm Products & Trade	0.73	539	29.19	18.70	4	Yes	No	
292034	HSHW	Radiologic Technologists	1.55	459	25.34	18.23	3	Yes	No	
291141	HSHW	Registered Nurses	2.02	7,740	31.34	24.56	4	Yes	Yes	
291126	HSHW	Respiratory Therapists	1.55	314	26.81	21.26	4	Yes	Yes	
472181		Roofers	2.53	813	15.77	11.79	3	No	No	

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics

2017-18 Florida Statewide Demand Occupations List

Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree

Sorted by Occupational Title

Workforce Estimating Conference Selection Criteria:

1. FLDOE Training Codes 3 (PSAV Certificate) or 4 (College Credit Certificate/Associate Degree)
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SOC Code†	HSHW††	Occupational Title†	Annual Percent Growth	Annual Openings	2016 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	STEM Occupation?	New to List?
					Mean	Entry				
414011	HSHW	Sales Representatives, Wholesale & Mfg, Tech. & Sci. Prod.	1.16	750	40.52	19.32	3	Yes	No	
414012		Sales Representatives, Wholesale and Manufacturing, Other	1.11	3,136	28.67	12.52	3	Yes	No	
492098		Security and Fire Alarm Systems Installers	2.17	293	19.86	14.42	3	No	No	
472211		Sheet Metal Workers	1.66	315	17.77	12.52	3	No	No	
119151	HSHW	Social and Community Service Managers	1.87	176	37.53	24.69	4	No	No	
211093		Social and Human Service Assistants	1.18	402	15.64	11.85	3	No	No	Yes
151132	HSHW	Software Developers, Applications	2.51	1,287	42.11	26.69	4	Yes	Yes	
292055		Surgical Technologists	2.01	209	20.11	15.78	3	Yes	No	
251194	HSHW	Vocational Education Teachers, Postsecondary	2.13	264	25.73	14.94	4	No	No	
151134	HSHW	Web Developers	3.14	414	29.84	18.55	3	Yes	Yes	
514121		Welders, Cutters, Solderers, and Brazers	1.05	528	18.24	12.76	3	Yes	No	
131022	HSHW	Wholesale and Retail Buyers, Except Farm Products	1.49	237	32.18	18.38	4	Yes	No	Yes

†SOC Code and Occupational Title refer to Standard Occupational Classification codes and titles.
††HSHW = High Skill/High Wage.
EFI - Enterprise Florida, Inc.

Source: Florida Department of Economic Opportunity, Bureau of Labor Market Statistics

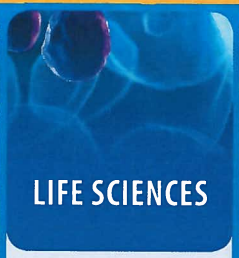
ENTERPRISE FLORIDA

Qualified Targeted Industries for Incentives

MANUFACTURING
CORPORATE HEADQUARTERS
RESEARCH & DEVELOPMENT
GLOBAL LOGISTICS

CLEANTECH

- Biomass & Biofuels Processing
- Energy Equipment Manufacturing
- Energy Storage Technologies
- Photovoltaic
- Environmental Consulting
- Sustainable Building Products



LIFE SCIENCES

- Biotechnology
- Pharmaceuticals

MEDICAL DEVICES:

- Laboratory and Surgical Instruments
- Diagnostic Testing

INFOTECH

- Modeling, Simulation and Training
- Optics and Photonics
- Digital Media
- Software
- Electronics
- Telecommunications

AVIATION / AEROSPACE

AVIATION:

- Aircraft and Aircraft Parts Manufacturing
- Maintenance Repair and Overhaul of Aircrafts
- Navigation Instrument Manufacturing
- Flight Simulator Training

AEROSPACE:

- Space Vehicles and Guided Missile Manufacturing
- Satellite Communications
- Space Technologies
- Launch Operations

HOMELAND SECURITY / DEFENSE

EQUIPMENT:

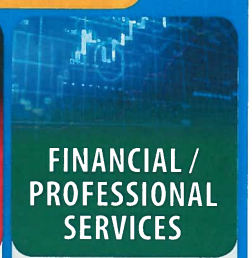
- Optical Instruments
- Navigation Aids
- Ammunition
- Electronics

TRANSPORTATION:

- Military Vehicles
- Shipbuilding and Repair

TECHNOLOGY:

- Computer Systems Design
- Simulation and Training



FINANCIAL / PROFESSIONAL SERVICES

FINANCIAL SERVICES:

- Banking
- Insurance
- Securities and Investments

PROFESSIONAL SERVICES:

- Corporate Headquarters
- Engineering
- Legal
- Accounting
- Consulting

EMERGING TECHNOLOGIES

- Cloud IT
- Marine Sciences
- Materials Science
- Nanotechnology

OTHER MANUFACTURING

- Food and Beverage
- Automotive and Marine
- Plastics and Rubber
- Machine Tooling

Businesses able to locate in other states and serving multi-state and/or international markets are targeted. Call Centers and Shared Service Centers may qualify for incentives if certain economic criteria are met. Retail activities, utilities, mining and other extraction or processing businesses, and activities regulated by the Division of Hotels and Restaurants of the Department of Business and Professional Regulation are statutorily excluded from consideration. All projects are evaluated on an individual basis and therefore operating in a target industry does not automatically indicate eligibility.

For additional information about Florida's business advantages, please visit Enterprise Florida's website at www.enterpriseflorida.com or call 407-956-5600.

Rev. 10/13

Support Documents for Electronic Warfare Component

PROJECT e-DEFENSE

Instructional Team

Mr. John C. Moore – Mr. Moore is a private business owner and experienced Electronic Warfare industry leader. He holds a M.S. in Systems Engineering from George Washington University, M.S. in Global Leadership from the University of San Diego, and B.S. in Professional Aeronautics from Embry-Riddle University. His twenty-year military career included experience as a Naval Aviation weapons training officer and research appointments with DARPA. He currently holds Top Secret/SCI SSBI security clearance and serves as a DARPA SETA.

Mr. David Lowe – Mr. Lowe is a veteran of the U.S. Navy currently working as a private sector defense program analyst in Orlando, Florida. He holds an M.A. in National Security and Strategic Studies from the U.S. Navy War College, a B.S. in Engineering from the U.S. Naval Academy, and Navy Fighter Weapons School (TOPGUN) certification. After leaving the U.S. Navy, he served as the Navy Program lead and Patuxant River Field Office Manager for Georgia Tech Research Institute.

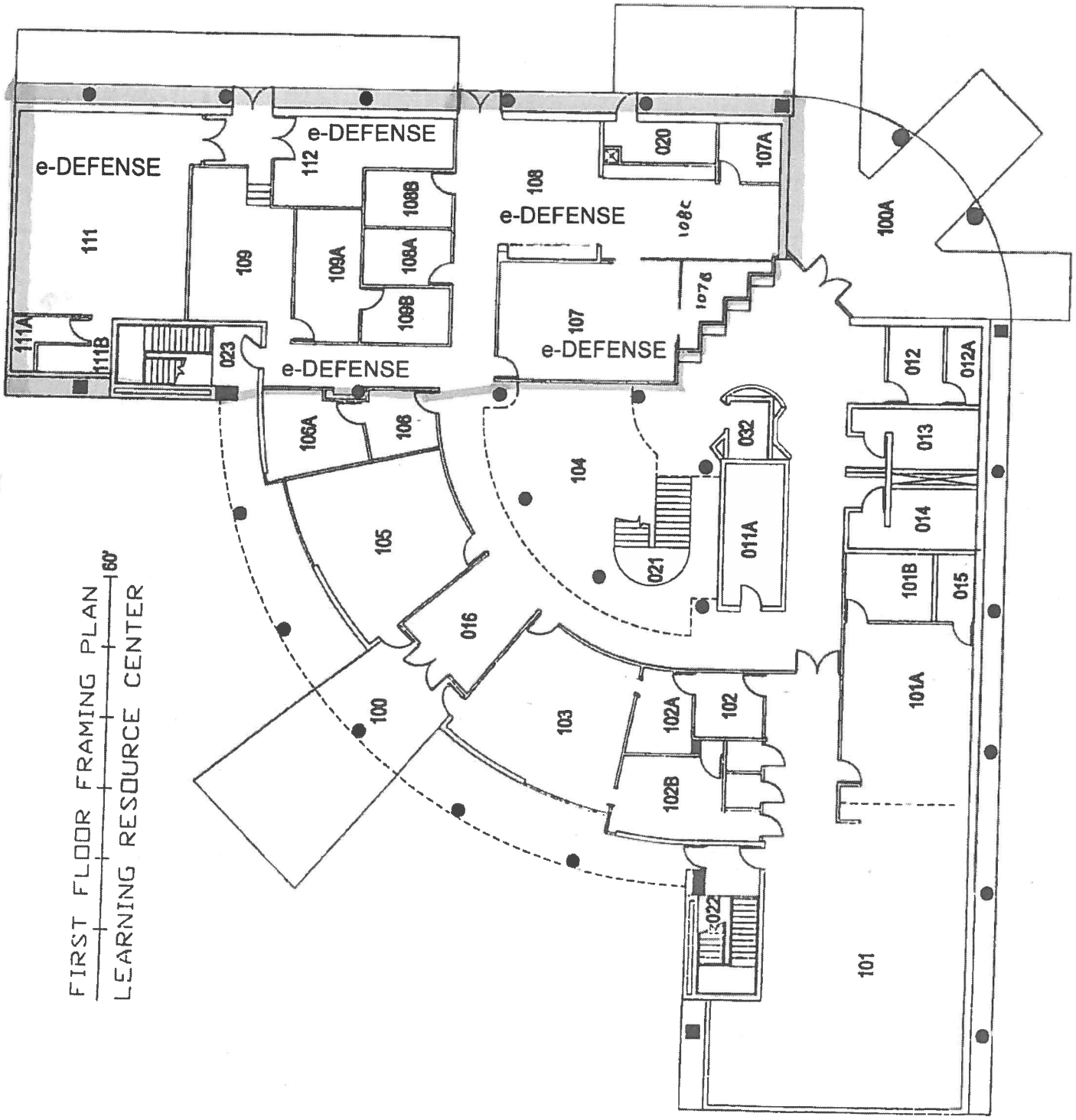
Mr. Alejandro Gomez – Mr. Gomez is a retired U.S. Air Force combat aviator, Weapons School Instructor, and Electronic Warfare Officer. He holds Master's degree in Aeronautical Science from Embry-Riddle University. He is currently serving as the B-1 Integration Lead for the joint DARPA, U.S. Navy, and U.S. Air Force rapid acquisition program office.

Mr. Randall Biggs – Mr. Biggs is a retired U.S. Navy aviation operations, tactics, and training subject matter expert. He holds a M.A. in Strategic Studies from the Marine Corps War College and U.S. Navy Weapons and Tactics Instructor certification from Rotary Wing Weapons School.

Mr. Robert Krumplar – Mr. Krumplar is a retired Pentagon Electromagnetic Countermeasures Officer with specialized knowledge of nation's Electronic Warfare training needs. He holds a M.A. in National Security Studies from the Naval War College.

Designated e-DEFENSE Instructional Space
6 offices
5 classrooms/instructional labs

BLDG Y
1ST FLOOR



HIGHLANDS COUNTY
ECONOMIC DEVELOPMENT

Pete Antonacci

September 5, 2017

President & CEO
Enterprise Florida
101 North Monroe Street, Suite 1000
Tallahassee, Florida 32301

Dear Mr. Antonacci:

This letter is to inform you, Enterprise Florida, the Department of Economic Opportunity, CareerSource Florida, and Governor Rick Scott that Highlands County Economic Development fully supports South Florida State College's Florida Job Growth Grand Fund e-DEFENSE proposal.

South Florida State College is one of our strongest local assets, and a dedicated partner for workforce development in the county and the surrounding region. The college works closely with Highlands County Economic Development and CareerSource Heartland to provide customized and innovative training solutions for our local businesses, as well as new business prospects.

One such example Highlands County and many of our local businesses are excited about is the new advanced manufacturing mechatronics training program coming available early next year. In a similar vein, South Florida State College has identified a need for training in electronic warfare to fill numerous open positions across the state of Florida. e-DEFENSE will also provide transferrable skills that can be used in other capacities such as telecommunications and other information technologies; an area of growth potential for Highlands County.

We are enthusiastic about the potential that e-DEFENSE can bring to the community. It will bring awareness to the Highlands County and the State as a resource for this type of specialized training and talent pipeline – both of which are not readily available elsewhere. The program can also catch the attention of large global defense contractors in need of these positions. In fact, the College is already receiving very positive reception from several of these companies. Looking ahead, being known for one of the few locations for electronic warfare training could inspire one or a few of these companies to consider our community for an inland facility to be near the talent pipeline. This also brings potential for new sophisticated industry in our rural community as we work to further diversify our local economy.

Highlands County Economic Development is a strong supporter of South Florida State College and their dedication to innovative education and workforce development solutions. We are confident that this will bring great value to our local economy and Florida and further strengthen Florida's robust aviation, aerospace, defense and technology sectors.

Sincerely,

Meghan DiGiacomo
Business Development Manager
Highlands County Economic Development

Taylor Benson
Economic Development Manager
Highlands County Economic Development

863-402-6906 • economicdevelopment@hcbcc.org • highlandsbusiness.com
501 S. Commerce Avenue, Sebring, FL 33870

PROJECT e-DEFENSE

Additional Letters of Partnership

South Florida State College began collaborating with key partners to develop the e-DEFENSE training program in 2016. The original team of project partners included Craig Technologies, Chesapeake Technology International, Lockheed Martin, and the Avon Park Air Force Range. The following pages include copies of those partnership letters collected at the beginning of the curriculum development process.

LOCKHEED MARTIN

05 October 2016

Dr. V. Celeste Carter
Lead Program Director
Advanced Technological Education
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

Dear Dr. Carter,
I am submitting this letter as evidence of support from Lockheed Martin for Project e-DEFENSE by South Florida State College and its partner institutions. The proposed technician-level training programs in Electronic Warfare Technology and Test and Evaluation Protocol are value-added training programs that will prepare technicians to enter highly-specialized jobs in advanced technology-driven fields that are crucial to national security.

Lockheed Martin is a global security and aerospace company with 98,000 employees engaged in the research, design, development, manufacture, integration and sustainment of advanced technology systems, products and services. With 590 facilities located in 50 states and 70 countries, we are acutely aware of the need to maintain a pipeline of engineers and technicians prepared to enter support positions in Electronic Warfare systems and Test and Evaluation Protocol.

Project e-DEFENSE will provide our facilities located in the southeast region of the U.S. with access to a skilled workforce prepared for highly-technical work in hardware and software systems integration, Electronic Warfare Test and Evaluation protocol, and SCADA system security. These are crucial technician competencies; however, given the lack of relative technician-level training, we are currently limited to individuals with degrees in Engineering or advanced STEM fields. Through the e-DEFENSE project's proposed technician training partnership, our regional workforce and transitioning military personnel will have flexible training options that will provide us with access to much more robust training opportunities. To our knowledge, this proposed program is the only civilian training program designed to target entry-level technician positions in EW and SCADA system security. As the complexity of integrated system platforms continues to grow, the need for such skilled technicians will only continue to expand.

We are sincerely looking forward to working with Dr. Valentine and his colleagues to launch such an innovative and collaborative training program. Please do not hesitate to call me if you should need any further information regarding our support for this project.

Sincerely,

David Hunn, Ph.D., P.E.
Director, Technology and Innovation
Lockheed Martin Senior Fellow Emeritus
Lockheed Martin Missiles and Fire Control
PO Box 650003, EM-10
Dallas, TX 75265-0003
972-603-1842

Dr. V. Celeste Carter
Lead Program Director
Advanced Technological Education
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

Dear Dr. Carter,

I am submitting this letter as evidence of support for **Project e-DEFENSE** by South Florida State College and its partner organizations. The proposed technician-level training programs in Electronic Warfare Technology and Test and Evaluation Protocol are value-added training programs that will prepare technicians to enter highly-specialized jobs in advanced technology-driven fields that are crucial to national security.

Through my long tenure in research that supports DoD efforts, I have become acutely aware of the need for a robust national preparation system in EW competencies. Project e-DEFENSE will meet a national security training need by providing military and civilian technicians with access to specialized training programs designed to fill jobs in EW Technology, EW Test and Evaluation protocol, and SCADA system security. These are critical education and training competencies for national security; however, given the lack of relative technician-level training, both military and defense contractors are currently limited to individuals with degrees in Engineering or advanced STEM fields. Through the Project e-DEFENSE proposed technician training partnership, our regional workforce and transitioning military personnel will have flexible training options that will provide them with access to an EW education pathway. To my knowledge, this proposed program is the only civilian training program designed to target entry-level technician positions in EW and intelligent system operation and maintenance. As the complexity of integrated system platforms continues to grow, the need for such skilled technicians will only continue to expand.

I can personally attest to the quality of the design for Project e-DEFENSE, and its strong connection to workforce needs. It is truly an industry-informed training effort. I was consulted on the conceptual design efforts for this initiative over the last 8 months. Please do not hesitate to call me if you should need any further information regarding my support for this project or its potential impact on EW workforce training needs.

Sincerely,

Gisele Bennett, PhD
Associate Vice President Research, Faculty Interaction
Regents' Researcher and Glenn Robinson Chair in Electro-Optics
Georgia Institute of Technology | Atlanta GA 30332-0834
P: +1.404.407.6155 | F: +1.404.407.9155 | E: gbennett@gatech.edu

Chesapeake
Technology International

44427 Airport Road, Suite 100, California, MD 20619

21 September 2016
Ser. 1918

Dr. V. Celeste Carter
Lead Program Director
Advanced Technological Education
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

Dear Dr. Carter,

On behalf of Chesapeake Technology International Corporation, I am pleased to provide this letter of support for the e-DEFENSE ATE project by South Florida State College and its partner institutions.

CTI is a high-tech software, system engineering, and operational support corporation dedicated to providing advanced, operator-focused technologies for military and other security applications including Electronic Warfare, RF-delivered Cyber, Tactical & Unmanned Systems, C4ISR, and Electronic Attack training & simulation capabilities. Operational since April, 2000, we are a rapidly growing company that is proud to provide high-end engineering and systems development in a collaborative environment that is product and customer focused. We hire top-notch engineers to work with operational personnel developing and delivering the best solutions for the war fighter and other security-related customers.

With main offices in California, Maryland, Virginia, and Colorado, and support engineers in several other states we hire technicians and engineers across the country. As an employer of engineers and technicians engaged in such highly-specialized programs, we recognize the need to enhance our region's pool of technicians prepared for careers in Electronic Warfare, Test and Evaluation Protocol, Systems Integration, and SCADA system security. While these competencies are crucial to national security and defense systems, they are quickly becoming critical knowledge points for many other industries, including advanced manufacturing, logistics, telecommunications, and others that rely upon distributed electrical system controls.

We are sincerely looking forward to working with Dr. Valentine and his colleagues to launch such an innovative and collaborative undergraduate training program. Please do not hesitate to call me if you should need any further information regarding our support for this project. I may be reached at 301-862-2726 ext226 or 240-925-7683 (mobile).

Sincerely,

Mike Kepferle
President
Chesapeake Technology International Corporation

chesapeaketechnology.com
(301) 862-2726 (301) 862-1857 Fax

Craig Technologies
Headquarters
8550 Astronaut Blvd.
Cape Canaveral, FL 32920
Voice: 321.613.5620

Dr. V. Celeste Carter
Lead Program Director
Advanced Technological Education
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

September 27, 2016

Dear Dr. Carter,

On behalf of Craig Technologies, I am pleased to provide this letter of support for the e-DEFENSE ATE project by South Florida State College and its partner institutions.

Craig Technologies supports projects from concept to real-world application with end-users in mind. We engineer, design, prototype, manufacture and test a wide variety of mission-critical systems for a diverse range of customers. We achieve stability through diversity and offer a wide scope of award-winning engineering and technical solutions to include Software Design and Development, Systems Engineering and Integration, Multidisciplinary Engineering, Training and Courseware Development, Modeling & Simulation, Information Technology Support, and Integrated Logistics Support.

Our nationally-recognized Aerospace & Defense Manufacturing Center (ADMC) in Cape Canaveral, FL offers a unique end-to-end design-to-production capability that includes specialty manufacturing, custom avionics, precision machining and fabrication, and test and evaluation services. As an employer of engineers and technicians engaged in highly-specialized projects, we recognize the need to enhance our region's pool of technicians prepared for careers in Electronic Warfare, Test and Evaluation Protocol, Systems Integration, and SCADA system security. While these competencies are crucial to national security and defense systems, they are quickly becoming critical knowledge points for many of other industries, including advanced manufacturing, logistics, telecommunications, and other industries that rely upon distributed electrical system controls.

We are sincerely looking forward to working with Dr. Valentine and his colleagues to launch such an innovative and collaborative training program. Please do not hesitate to call me if you should need any further information regarding our support for this project.

Best Regards,

Carol M Craig

Carol M. Craig
Founder and CEO

DEPARTMENT OF THE AIR FORCE
598TH RANGE SQUADRON
AVON PARK AIR FORCE RANGE, FLORIDA AND MACDILL AIR FORCE BASE, FLORIDA

11 October 2016

Dr. V. Celeste Carter
Lead Program Director
Advanced Technological Education
National Science Foundation
4201 Wilson Blvd.
Arlington, VA 22230

Dear Dr. Carter,

I am submitting this letter as evidence of my support for the Project e-DEFENSE by South Florida State College and its partner institutions. It's my belief that the proposed technician-level training programs in Electronic Warfare Technology and Test and Evaluation Protocol are value-added training programs that will help prepare technicians to enter highly-specialized jobs in advanced technology-driven fields, many of which play important roles in national security.

Located in Avon Park, Florida, the Avon Park Air Force Range is a sustainable, world-class training complex focused on advanced, realistic and relevant training for joint, interagency, and multinational partners and excelling in air-ground integration. In the course of hosting training exercises, I've had the opportunity to work with thousands of military personnel annually and have seen first-hand, the importance of properly trained and skilled personnel.
In my opinion, Project e-DEFENSE could provide specialized education and training for highly-technical work in hardware and software systems integration, Electronic Warfare Test and Evaluation protocol, and SCADA system security. Graduates would represent a highly-skilled workforce available to military and civilian defense installations located in the southeast region of the U.S. and across the country. As I understand it, many military and defense contractors are currently limited to individuals with degrees in Engineering or advanced STEM fields who lack technician-level training in crucial competencies for national security. Through the e-DEFENSE project's proposed technician training partnership, a regional workforce, including transitioning military personnel, would be provided flexible training options that enable access to much more robust training opportunities. To my knowledge, this proposed program is the only civilian training program designed to target entry-level technician positions in EW and intelligent system operation and maintenance. As the complexity of integrated system platforms continues to grow, I believe the need for such skilled technicians will only continue to expand.

I am sincerely looking forward to assisting Dr. Valentine and his colleagues in any way possible as they launch such an innovative and collaborative training program. Please do not hesitate to call me if you should need any further information regarding my support for this project.

Sincerely,

CHARLES MACLAUGHLIN, GS-12
Operations Officer

Global Power for America