2019-2020 Florida Job Growth Grant Fund
Workforce Training Grant Proposal

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

Entity Information

Name of Entity: Tallahasssee Community College

Federal Employer Identification Number (if applicable): ▮▮▮▮▮▮▮▮

Primary Contact Name: Steven Solomon
    Title: Director of Grants and Special Projects
    Mailing Address: 444 Appleyard Drive
    Tallahassee, FL 32304
    Phone Number: 850 501-6549
    Email: solomos@tcc.fl.edu

Secondary Contact Name: Kim Moore
    Title: Vice President for Workforce Innovation
    Phone Number: 850 201-8760

Workforce Training Grant Eligibility

Pursuant to 288.101, F.S., the Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

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

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

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

A. Provide the title and a detailed description of the proposed workforce training.
Please See Attached Sheet

B. Describe how this proposal supports programs at state colleges or state technical centers.
Please See Attached Sheet

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

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

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

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

⊙ Yes   ○ No

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

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?
(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?

Please See Attached Sheet

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List?
(View Florida's Demand Occupations Lists here.)   ⦿ Yes   ◯ No

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

Please See Attached Sheet

3

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

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

Please See Attached Sheet

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

Please See Attached Sheet

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

2020
Begin Date:_____

Indefinitely
End Date:_____

Please See Attached Sheet

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

Please See Attached Sheet

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

Please See Attached Sheet

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 Sheet

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

Please attached letters of support.

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 $ 1,282,572.00
Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding: Sources:

City/County	$	
Private Sources	$ 200,000.00	
Other (grants, etc.)	$	Please Specify: _____
Total Other Funding	$ 200,000.00	

B. Workforce Training Project Costs:

Equipment	$	
Personnel	$ 390,000.00	
Facilities	$ 0.00	
Tuition	$ 467,700.00	
Training Materials	$ 424,872.00	
Other	$	Please Specify: _____
Total Project Costs	$ 1,282,572.00	

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

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

Please See Attached Sheet

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 College President, Dr. Jim Murdaugh.

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.

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

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

Name and Title of Authorized Representative: Jim Murdaugh, Ph.D. President

Representative Signature:
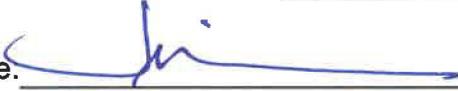
Signature Date: 1/15/2000

1. **Program Requirements**

   A. *Provide the title and a detailed description of the proposed Training Program.*

Tallahassee Community College (TCC) is proposing to establish the *Center for the Future of Work (CFW)*, which will allow us to expand apprenticeships and pre-apprenticeship programs focusing on creating a *Digital Agility Workforce*. The CFW will serve as the talent production conduit to credit and non-credit certificates and degrees; initially focusing on the convergence of Information Technology, Financial Technology, Government Technology, BlockChain, and Cybersecurity. Key performance indicators (KPIs) for the center will align with Career Source Florida and local Economic Development Organizations, via a cloud-enabled "skills passport" tracking every student. The CFW will focus initially on embedding nationally recognized business and industry certifications within both Applied Science (A.S.) and Associate of Arts (A.A.) pathways. By investing in the Center of the Future of Work, located at Tallahassee Community College, within three years we project creation of over 400 jobs, with an initial direct economic impact of $25,200,690.

This unique approach of embedding industry-recognized certificates based on employability (FinTech, GovTech, IT, and development of Blockchain) into both A.S. and A.A. degree pathways, directly increases the acquisition of such certificates to foster the nation's most agile graduates. Access to quality career and technical education that aligns to market demand is critical in today's rapidly evolving business landscape within our digitally dependent economy.

The CFW located at Tallahassee Community College will initially focus on Information Technology/ Cybersecurity & Blockchain, Computer Programming, Digital Media, and Cloud & Financial Technology certifications. The CFW will create, manage, and administer expanded apprenticeship and pre-apprenticeship programs, focusing on the aforementioned initial employment sectors. Building on Florida's approximately $73 million allocation from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the CFW will increase alignment between Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA), thus strengthening Florida on its way to being the #1 state in the nation for workforce education by 2030.

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

This project will allow TCC to continue its history of primarily serving non-traditional (students age 21 or older) and incumbent workers who want to learn new marketable technical skills in a demand occupation and industry area or to upgrade their current skills. This program is designed to spur economic development and increase the technical skills and workforce readiness of the workforce. Throughout the state and nation educational institutions are joining forces with the business and community to create a difference in their workforce and economic development landscape. It is recognized that no individual group can address the challenges facing communities. By bringing together key stakeholders and leveraging existing curriculum and faculty talent, the odds of making a positive difference increase exponentially.

Maximizing the investment in the Governor's Bold Vision for a Brighter Future budget, the Center for the Future of Work will construct apprenticeship pathways (such as Blockchain) based on the targeted sectors aligned with DEO data. These sectors also align with CareerSource Florida targets, assuring the talent pipeline serves what area employers seek in skills for job creation. The CFW will work directly with feeder state and technical centers (in TCC's case with Lively Technical College) to create a *Future of Work Skills Pathways*. These pathways will be embedded in both college transfer and career and

technical education, setting a universal expectation that no Florida student will exit the high school to higher education continuum without a set of in-demand employability skills.

The framework for these skills is already in varying stages of discussion across all Florida College System institutions. As individual counties struggle with communicating the value proposition of CTE and industry-recognized certifications, the CFW will make their acquisition universal, regardless of degree paths chosen. This will be achieved by a series of *Gateway Certifications* accessible in partnership with K-12 systems and technical colleges and centers. Specific credit articulations will be grounded in the globally recognized providers such as Amazon, Facebook, Google, Microsoft, and Adobe.

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

Tallahassee Community College is an ideal location for the Center of the Future of Work. Currently, TCC uses the Business Industry Leadership Team (BILT) model, which engages employers by sector (twice a year) in the creation and ongoing refinement of a "Skills Validation Matrix" (SVM) in conjunction with an Employability Skills Framework (ESF). These tandem assets assure the ongoing alignment of employer needs with program curriculum and experiences. They produce not only a knowledgeable worker with regard to discrete and interdisciplinary skills, but one with the values in demand by today's workforce (critical thinking, problem solving, teamwork, etc.).

The CFW will assure transferability and sustainability of workforce skills applicable across employers by designing a "Digital Agility Curriculum." To assure this agility, the CFW will construct a matrix of varying certifications enabling participants to select combinations which target specific partner employers. The Agile Curriculum will enable students to select a combination of courses with industry-recognized certifications embedded in desired combinations.

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

TCC is one of 28 members of the Public Florida College System and has extensive experience in managing large federal, state and private awards and has all of the necessary infrastructure including a Sponsored Program Office, in place to assure successful support and fiscal monitoring of this project. The College has operated for over 50 years and now has seven campus locations in its three-county service district. In addition to the main campus in Tallahassee, the College also has service centers in Gadsden and Wakulla counties, and in downtown Tallahassee. TCC's healthcare professions programs are housed in the Ghazvini Center for Healthcare Education adjacent to Tallahassee Memorial Healthcare. The College also operates the Gadsden County-based Florida Public Safety Institute, home to the Pat Thomas Law Enforcement Academy.

TCC has a successful record of supporting long-term unemployed and underemployed residents with training for in-demand careers. Its workforce programs are specifically designed to recruit and work with this population. Partnering with CareerSource and other community-based partners, the College facilitates collaboration to recruit and create new programs that serve the community. TCC is an inclusive institution that welcomes all who desire to learn, regardless of wealth, heritage or previous academic experience. The College serves all segments of society by providing an open-door to postsecondary education and training to all. TCC's responsiveness to community needs is demonstrated by its comprehensive programming portfolio. The range of programs that is offered, from short-term skills and adult basic education/ESL to high-demand workforce and transfer programs, fuels the development of both individuals and the community and serves as an engine for economic development.

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

This proposal is largely based on existing criteria and curriculum frameworks already established by the Florida College System and TCC. Since this proposal supports existing programs offered for years at TCC and already approved by the college's Board of Trustees, the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC) and the United States Department of Education (USDOE), many participants can leverage Federal Financial Aid. TCC for a number of years has actively supported the offering of industry recognized certifications college-wide by pairing relevant certifications with technical training programs (Associate in Science, College Credit Certificates, CTE and Continuing Workforce Education) to enhance the employment of TCC students, but also meet the demands of Florida employers. These standards and curriculum frameworks align well across Florida's Technical Centers as well as the college system and articulations to state universities. This proposed model also embraces non-credit pathways to industry certification, such as those emerging within the Financial Technology job cluster and their direct articulation to credit pathways further enhancing the talent pool.

G. *Describe how this proposal will promote economic opportunity by enhancing workforce training.*

The proposal has a dual focus which includes workforce development and economic development. The training targeted by the grant will address those seeking to gain employment in an in-demand workforce area and those currently employed in the workforce who are in need of a skills upgrade in order to advance in their current job or secure a wage increase. Additionally, the grant will afford the opportunity for a direct partnerships with employers who understand the importance of talent development that with a trained workforce their businesses can operate much more efficiently and effectively.

Specifically, the proposed CFW will serve incumbent worker training, designed to upskill existing employees in the related areas of technology agility by augmenting their skills in targeted industry certifications.

- *Please include the number of jobs anticipated to be created from the proposed training.*

This project will achieve self-sufficiency via employer partnerships, college commitments, and community resources. The projected number of jobs for each phase follows achievable goals aligned with project phases.

PHASE I: Design Collaboration & Partnership Integration (Spring 2020)
PHASE II: Curriculum Convergence & Course/Module Development (Spring & Summer 2020)
PHASE III: Program Cohorts & Job Shadowing (Fall 2020: First Cohort)
PHASE IV: Target Apprenticeships Begin (Fall to Spring 2021)
PHASE V: Traditional Cohort & Incumbent Worker Cohorts Analytics (Spring 2021-Summer 2023)

The total number of program participants is 640 prospective students (traditional degree-seeking students, returning adults, and incumbent workers) yielding 300 jobs in the initial target corridors. These breakdown as follows: (average annual salaries from USDOL Bureau of Labor Statistics)

Embedded Certification Targets

Google Certifications: G Suite, AdWords, SEO, Analytics, Google Business, IT Support Pro
Facebook Certifications: Facebook Blueprint, Digital Marketing, Media Planning, Product Dev I & II

Amazon Certifications: AWS Could, Essentials, SageMaker Data Analytics, Accelerator
Microsoft Certifications: Azure Deploy, Azure Develop Apps, Azure Secure & Manage, Azure AI
Adobe Certifications: Adobe Cloud, Analytics, Campaign, Creative Cloud, Experience Cloud & Platform

Digital Agility Apprenticeships:

Entry Level Data Analysts = 34 jobs @ 85.660 = $2,912,440
Application Developers = 55 @ 105,590 = $5,807,450
Cybersecurity Analysts = 60 @ $98,350 = $5,901,000
Client Services (Financial) = 87 @ $64,120 = $5,578,440
Financial Product & Blockchain Developers = 52 @ $96,180 = $5,001,360

In addition to "traditional" college students, this project will target incumbent worker upskill training. This group will consist of the following:

Incumbent Cyber/Blockchain Training=10 weeks with 15/year*3 yrs =45 students (complete at 70%) =31
Incumbent Database Training = 10 weeks with 15/year*3 yrs = 45 students (complete at 70%) = 31
Incumbent Client Services Training = 10 weeks with 15/year*3 yrs = 45 students (complete at 70%) = 31

- *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.*

Employers are in need of qualified, trained workers. These training programs will provide those employees. This allows employers to reduce their hiring costs, reduce employee turnover and increase productivity/profitability. Additionally, TCC will partner with economic development organizations (i.e., EDCs) to attract new industries or assist with the expansion of existing industries in the region and the state that utilize these programs. This information is currently tracked by EFI and DEO. The partners will evaluate the impact of these programs on those new or expanding industries/employers. Currently TCC tracks students as required by the state to show program ROI and effectiveness (Performance Based Funding). TCC will track students to show program ROI and effectiveness. The following metrics will be used: 1) training completion; 2) industry recognized certifications awarded; 3) increase in incumbent worker wages.

TOTAL ECONOMIC IMPACT = $25,200,690 direct impact based on USDOL/BLS salaries for each and number of graduates (please note, Tallahassee Community College is #1 in the state of Florida for job placement among all Florida colleges) detailed above, + indirect (364.4 jobs/100) = 1,479 indirect jobs*

Source: EPI analysis of data from the Bureau of Labor Statistics (BLS) Employment Requirements Matrices, the BLS Current Employment Statistics program, and the Bureau of Economic Analysis GDP-by-industry accounts. https://www.epi.org/publication/updated-employment-multipliers-for-the-u-s-economy/

2. **Additional Information:**

   B. *Please indicate the targeted industries with which the proposal aligns*

This grant focuses on five high demand talent areas: Data Analysts, Application Developers, Cybersecurity Specialists, Client Services and Business Developers, and Product Developers. Please see the table below that discuss the career opportunities based on the five high demand talent areas.

Talent Areas	Job Description	Potential Job Titles
Data Analyst **SOC CODES:** 15-1199.08 15-1199.06 15-1199.07 15-1121.00	A data analyst or database analyst works in the information technology field, assessing and organizing data captured as a byproduct of ongoing business transactions, research, customer loyalty programs, public records, or purchased from third parties. They develop tools or software programs that present data in a useful format for business needs, have knowledge of relational databases, maintain data integrity or security, and keep data management systems current.	Data Scientist, Data Engineer, Big Data Engineer, Machine Learning Scientist, Business Analytics Specialist, Data Visualization Developer, Business Intelligence (BI) Engineer, BI Solutions Architect, BI Specialist, Analytics Manager, Machine Learning Engineer, Statistician
Application Developer **SOC CODES:** 15-1132.00 15-1133.00 15-1131.00 15-1134.00	Application development involves the process, life cycle, and creation of the software aimed at helping users complete a computer task or program. Developers work closely with computer analysts and engineers in using languages such as Java, C++, R or Python to develop the necessary specifications for software. Developers may also test, debug, and maintain or enhance software systems.	Software Developer, Developer, Software Engineer, Senior Software Engineer, Programmer, Coder, Architect, Software Architect
Cybersecurity & Blockchain **SOC CODES:** 15-1122.00 15-1199.09 13-1199.02 15-1141.00	Cybersecurity specialists seek to build in security during the development stages of software systems, networks, and data centers looking for vulnerabilities and risks in hardware and software. The focus on finding the best way to secure the information technology resources and infrastructure of an organization building safeguards and protective components into systems and network Infrastructures. These include design and adoption of Blockchain methodologies leveraging quantum computing and lattice-based cryptography.	Security Analyst, Security Engineer, Security Architect, Security Administrator, Security Software, Developer, Cryptanalyst, Cryptographer/Cryptologist, Chief Information Security Officer, Security Consultant/Specialist
Client Services **SOC CODES:** 43-4051.00 21-1093.00 13-1161.00 41-3031.02	Their job tasks include directing and controlling the processing and fulfillment of orders, fielding customer inquiries, and resolving customer complaints. They may also streamline business operations, provide product training to customers, discuss technical aspects about a product, and oversee marketing campaigns. Additionally, they often develop procedures, establish standards, and track shipments to ensure that delivery occurs timely. They may work with logistics, transportation, sales, and other departments for coordination purposes.	Client Service Associate, Client Service Analyst, Client Service Assistant, Client Service Associate, Client Service Specialist, Client Service Representative, Client Service Content Specialist
FinTech Product Development & Blockchain **SOC CODES:** 15-1199.09 25-9031.01 15-1121.00 13-2099.01	Technology is disrupting traditional banking and encryption methods and introducing bold new ways of thinking. These require machine learning and behavioral analytics to leverage far greater insight and control of transactional data and digital ledger technology. Financial product managers create product roadmaps to meet customer needs and collaborate with technology teams to implement. They also assesses strategic alliance opportunities in collaboration with on-	FinTech Product Managers, Blockchain Integrators, Agile Workflow FinTech Product Design Engineer, FinTech Product Development Engineer,

	field business development representatives to foster the sustained adoption of co-created products, including adoption and integration of Blockchain methodologies and processes to assure transactional integrity.	

C. *Please indicate the occupation(s) with which the proposal aligns.*

Targeted jobs align to the following DEO "Demand Occupations" per the 2018 – 2019 TOL (state and region 5): Computer Network Architects, Computer Network Support Specialists, Computer Systems Analysts, Computer User Support Specialists, Database Administrators, Information Security Analysts, Software Developers, Applications, and Web Developers.

In addition, these jobs represent a series of new and emerging careers merging business and technology across the banking and financial career fields. API Developers, AI (artificial intelligence) Developers, Predictive Analytics Managers, Block Chain Developers, and Cryptography specialists, and Compliance & Quantitative Analysts.

D. *Indicate how the training will be delivered.*

This project proposes the creation of a "hybrid" approach, combining the strengths of varying teaching and training modalities underneath a concentrated umbrella of expertise and career advancement. Leveraging the state's existing assets and investments in regional CareerSource centers, community colleges, and technical centers, approval of this submission will create a regionally replicable model of Centers for the Future of Work, beginning with the Capital Region CFW at TCC. This center will assure accessible and aligned pathways in the five high-demand high-wage target jobs. Operating as part of an academic division as a "special project" led by a dedicated "Instructional & Program Coordinator," The Capital Region CFW will offer online courses blended with "one-weekend-a-month" face-to-face cohort meetings. The cohorts will be organized with the 5 *Digital Agility Pathways* (BIG Data Cohort, AppDev Cohort, Cyber Cohort, Client Cohort, and Product Dev Cohort).

This project is designed as a three year plan across five phases, achieving self-sufficiency via partnership commitments and resources. The projected number of jobs for each phase follows achievable goals aligned with project phases.

PHASE I: Design Collaboration & Partnership Integration (Spring 2020)
PHASE II: Curriculum Convergence & New Program Development (Spring & Summer 2020)
PHASE III: Program Cohorts & Job Shadowing (Fall 2020: First Cohort)
PHASE IV: FinTech Apprenticeships Begin (Fall to Spring 2021)
PHASE V: Traditional Cohort & Incumbent Worker Cohorts Analytics (Spring 2021-Summer 2023)

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

Following the meta-major of *Digital Agility Pathways* with cohorts divided by talent and certification area, projected enrollments (unduplicated headcount) are as follows:

BIG Data Cohorts: Year 1= 20, Year 2 = 30, Year 3= 45 (complete at 60%)
AppDev Cohorts, Year 1= 20, Year 2 = 40, Year 3= 50 (complete at 50%)
Cyber/Blockchain Cohort, Year 1= 20, Year 2 = 30, Year 3= 50 (complete at 60%)
Client Cohort, Year 1= 20, Year 2 = 45, Year 3= 60 (complete at 70%)
FinTech Product Dev & Blockchain Cohort, Year 1= 20, Year 2 = 25, Year 3= 30 (complete at 70%)

TOTAL 3 year Enrollment = 505 students with projected 312 completers

In addition to "traditional" college students, this project will target incumbent worker upskill training. This group will consist of the following:

Incumbent Cyber/Blockchain Training=10 weeks with 15/year*3 yrs =45 students (complete at 70%) =31
Incumbent Database Training = 10 weeks with 15/year*3 yrs = 45 students (complete at 70%) = 31
Incumbent Client Services Training = 10 weeks with 15/year*3 yrs = 45 students (complete at 70%) = 31

TOTAL 3 year Incumbent Worker Enrollment = 135 students with 93 completers

GRAND TOTAL = 405 jobs (100 jobs in year one)

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

Programs will vary in length, offering "job out" opportunities at the certificate level in as little as 15 credit hours with "stacked certificates" producing employable pathways at the one-year program mark. PHASE I will begin in the spring of 2020, with first classes offered within existing course combinations (Cyber & App Dev) and subsequent PHASE II classes launching in Fall of 2020. By year 3, end-of-project, the entire curriculum will be in place with cohorts moving forward in enrollment increases projected at institutional/divisional levels of 6-9% annually.

The curriculum will be offered in online and "weekend-hybrid" format for incumbent workers and returning adults. Grant funding will support the content licensing, integration, and development where appropriate. Please note, the integration of existing courses and curriculum will be leveraged as fully as possible.

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

Sustainability of the program will be addressed using a tiered approach which includes but is not limited to the following: 1) Financial Aid 2) Employer Sponsorship 3) Self-pay 4). Coordination with the CareersSource system of workforce boards to ensure approval of the training programs and eligibility for prospective students for receipt of an ITA (Individual Training Account).

All CFW Course Content and design will be shared with all Florida Community Colleges, Technical Schools, and accessible to Florida K-12 Public, Charter, and private high schools. These entities will be able to access importable SCORM compliant course modules for import into their Learning

management System (LMA) such as Canvas and Blackboard. This will facilitate the creation of Digital Agility Academies at feeder high schools for all systems.

More importantly, the CFW model will be disseminated at the quarterly meetings of the Florida College System's Council for Instructional Affairs (OEC) and the Occupational Education Standards Council (OESC). Project updates and all curricular development (syllabi, online course modules, etc) will be shared with all 28 colleges in the FCS and the State University System as well as Florida Technical Schools and Colleges.

> 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*

Certifications will focus on the competencies and capabilities required within the initial five major talent areas. The main reason is the need for quick expansion of the Digital Agility talent pipeline and the number of people who already have experience in digital platforms and need a concentration to transition or change careers within the broad digital employment sector.

Post-Baccalaureate certifications, which are add-on endorsements for people with degrees (e.g., Finance or Computer Science) are designed to gain knowledge and experience in digitally-dependent work as a complement to an existing degree.

Bootcamps have proven effective tools for individuals seeking to concentrate on the development of new (technology) skills or to improve their existing strengths in area of interest. The format of a boot camp can vary from a concentrated multiday immersion workshop or a multi-week experience spanning a series of evening or weekend concentrated sessions.

Growth of the existing CAPE certifications will embrace the interdisciplinary digitally agile graduate, including the embedding of the following certifications into both college transfer and employment pathways:

Google Certifications: G Suite, AdWords, SEO, Analytics, Google Business, IT Support Pro
Facebook Certifications: Facebook Blueprint, Digital Marketing, Media Planning, Product Dev I & II
Amazon Certifications: AWS Could, Essentials, SageMaker Data Analytics, Accelerator
Microsoft Certifications: Azure Deploy, Azure Develop Apps, Azure Secure & Manage, Azure AI
Adobe Certifications: Adobe Cloud, Analytics, Campaign, Creative Cloud, Experience Cloud & Platform

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

TCC's contribution will consist of:

20% of the Dean of Business, Industry, and Technology time (= $25,294 * 3yrs = $75,582.00), 20% Academic Chairs ($34,004 * 3 yrs = $102,012), and 10% of 12 FT faculty ($85,913 * 3 yrs = $257, 739) teaching courses directly aligned with the included programs in this project for engaging employers no less than an average of 4 hours weekly in curriculum construction and apprenticeship design and student selection.

Subtotal of TCC Faculty Employer Engagement over 3 years = $435,333

In addition, employers will contribute $303,000 in 50/50 split of cost for "Digital Agility Apprenticeships" as described herein, leading directly to business and industry partner apprenticeships.

Further, TCC is parenting with Viridis who will be providing a $200,000 match. Viridis is a cloud-based, SaaS technology platform that integrates with existing student information systems, government databases and labor market information to connect students to employers. The goal of the software is to identify how we can get better at directing learners to pathways which have currency in today's market, to use technology to more effectively connect them directly to opportunity, and measure the economic impact of that educational investment.

TOTAL PROJECT MATCH: $968,303.00

Commensurate office spaces and classroom/distance learning support services apply, but are not included in this calculation.

Budget Narrative

I.   Personnel: $390,000

This project necessitates the addition of the following personnel:

CFW Instructional Coordinator (12 months). Est 91,000/yr for 3 years= $273,000

CFW Administrative Assistant (12 months). Est $39,000/yr for 3 years= $117,000

II.   Facilities: $0

No dollars will be spent on Facilities

III.   Tuition, Certification Exams, and Subsidized Digital Agility Apprenticeships: $467,700

Incumbent Worker Training Tuition (9 courses) = $43,200

*Subsidized Area Certification Exams (vouchers for prohibitively expensive certifications) Example: BCD Blockchain Developer $300/exam * 312 traditional student + 93 incumbent workers = 405 completers to exams = $121,500*

*Subsidized Digital Agility Apprenticeships (each 8 weeks in duration at 10/hrs/week * $15/hr = $1200 * 505 apprenticeships = $606,000 * .50 = $303,000 (employer match at .5 = $303,000)*

IV. Training Materials & Development: $424,872

Blockchain Technology Management (BTM) Training Modules: $120,000 (full curriculum development for Blockchain Technology Management composed of planning, integration, and maintenance of decentralized applications of blockchain technologies, smart contracting and cryptoassets, mining methodologies, and key processes involved in the Blockchain management technology. 8-weeks of training across 4 modules.

Blockchain Certified Developer (BCD) Training Modules: $84,272. A Blockchain Certified Developer is a professional who understands Blockchain technology and can develop Blockchain-based applications for government, businesses, and industry. This certification will comply with emerging U.S. and European standards CryptoHub Blockchain Development: Targeting the Certified Blockchain Developer (CBD) existing content review, licensing, and integration into college credit pathways.

Data Analytics Course Development: QMB2302 Applied Business Analytics, MKA2701 Data Collection and Presentation, MAR2644 Data-Based Marketing, ECO2220 Money and Banking (4 courses @ $4,800 = $19,200)

Application Development: COP 2660 - Android Application Development 1, COP 2662 - Android Application Development 2, COP 2654 - iPhone Application Development 1, COP 2658 - iPhone Application Development 2, DIG2441 Mobile Devices and Applications of Social Media (5 courses @ $4,800 = $24,000)

Cybersecurity Course Development: CTS 1145 Cloud Essentials, CTS2375C Cloud Infrastructure and Services, CTS2960 Cloud Computing Capstone (3 courses @ $4,800 = $14,400)

Client Services Course Development: MKA 1161 Introduction to Customer Services, MKA2162 Creative Selling for Customers, MNA 1162 Customer Service Technology, MNA 2161 Customer Service Management, MNA 2163 Customer Service Evaluation, RMI 1090 Risk Management & Insurance Customer Service (6 courses @ $4,800 = $28,800)

Financial Technology Product Development: ENT2604 New Product Development and Management, FIN1949 Co-op Education Training in Finance and Investments, FIN2003 Introduction to Small Business Finance, DIG2093 Digital Media Entrepreneurship and Deployment, DIG1105C Social Media Tools (4 courses @ $4,800 = $19,200)

Cloud-based Skills Portfolio Tracking: $115,000. Multi-Year License of Talent Chain Management software to include unlimited pilot ecosystem student skills tracking from badges to certifications to degrees. Contains skills portfolio tracking and regional employment gap analysis and analytics for all students in feeder systems (K-

12, incumbent workers, and returning adults @ $115,000 total for no less than 3 years)

GRAND TOTAL: $1,282,572

VIRIDIS

January 10, 2020

To Whom It May Concern:

We are writing this letter of support as a Lumina Foundation portfolio company. As part

of the ongoing commitment to support student success and social impact, we are

allocating a $200,000 match for the Tallahassee Community College software

purchase of the Viridis Learning, Inc. Cloud Platform. If you have questions, please do

not hesitate to contact us at 347-420-9181.

Sincerely,

Felix W. Ortiz III
CEO

November 8, 2019

Ms. Kim Moore, Vice-President for Workforce Innovation
Tallahassee Community College
444 Appleyard Drive
Tallahassee, FL 32304

Re: Letter of Support - Center for the Future of Work Initiative

Dear Ms. Moore,

The Florida Technology Council (FTC) supports and commend Tallahassee Community College (TCC) for taking the initiative to pursue the creation of a multi-faceted training initiative to address the emerging areas of FinTech, Blockchain and other developing and existing needs. The Center for the Future of Work Initiative, that will be undertaken by TCC will support career and technical education for prospective/ current students and incumbent workers; support economic development; and meet the needs of Florida's employers. We recognize that there is a critical need for skilled financial and IT professionals with diverse skills throughout Florida and the nation. TCC's desire to offer a comprehensive solution of training, internships, job shadowing and boot camps provides an answer for industry by creating a unique pathway for entry and advancement into a growing industry and ultimately sustainable employment.

As a supporting stakeholder, we are committed to providing support to assist in ensuring that this program is a success in one or more of the following ways:

- Serving on a Career and Technical Education (CTE) advisory committee member;
- Providing technical direction;
- Supporting internship opportunities
- Creating distribution opportunities for new jobs
- Promoting the initiative

Moreover, we recognize that business must play a key role in developing its current and future workforce, the Center for the Future of Work Initiative is definitely a step in the right direction!

Please feel free to contact me directly should additional information be needed.

Sincerely,

James Taylor
CEO
Florida Technology Council
Tallahassee, Florida
850-803-TECH (8324)