



## 2021-2022 Florida Job Growth Grant Fund Workforce Training Grant Proposal

Proposal Instructions: Please read this document carefully and provide the information requested below. Some questions may request that a separate narrative be completed. If additional space is needed, attach a word document with your entire answer.

### **Entity Information**

Name of Entity: Orange County Public Schools/Orange Technical College

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

Primary Contact Name: Melanie Stefanowicz

Title: Associate Superintendent, Career and Technical Education

Mailing Address: 445 West Amelia Street  
Orlando, Florida 32801

Phone Number: 407-317-3200 Ext. 2002803

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Secondary Contact Name: Rosa Grant

Title: Senior Director, Career and Technical Education

Phone Number: 407-317-3200 Ext. 2002708

### **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.

Project Title: Orange Technical College: School of Airframe and Powerplant Mechanics

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

Yes       No

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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- 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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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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.

This proposal represents new program development. It is not an expansion of an existing training program.

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- 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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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- 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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

Begin Date: 01/2022 End Date: Ongoing

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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

PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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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.)

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- J. Provide any additional information or attachments to be considered for the proposal.  
PLEASE REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

### 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**      \$ 6,852,188.00  
Florida Job Growth Grant Fund \_\_\_\_\_

A. Other Workforce Training Project Funding Sources:

City/County	\$ 0.00	_____
Private Sources	\$ 0.00	_____
Other (grants, etc.)	\$ 0.00	_____
<b>Total Other Funding</b>	<b>\$ 0.00</b>	<b>_____</b>

N/A  
Please Specify: \_\_\_\_\_

B. Workforce Training Project Costs:

Equipment	\$ 3,642,128.00	_____
Personnel	\$ 850,146.00	_____
Facilities	\$ 1,825,000.00	_____
Tuition	\$	_____
Training Materials	\$ 192,500.00	_____
Other	\$ 342,414.00	_____
<b>Total Project Costs</b>	<b>\$ 6,852,188.00</b>	<b>_____</b>

Indirect Costs  
@5%  
Please Specify: \_\_\_\_\_

**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 REFER TO ATTACHED WORD DOCUMENT FOR A DETAILED RESPONSE.

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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)?

The School Board of Orange County, Florida must approve the Orange Technical College: School of Airframe and Powerplant Mechanics program grant application. PLEASE SEE ATTACHED MEMORANDUM FOR GRANT-RELATED ITEMS SUBMITTED FOR APPROVAL BY THE SCHOOL BOARD.

- 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.

The School Board of Orange County, Florida must approve the Orange Technical College: School of Airframe and Powerplant Mechanics program grant application. The proposal is an agenda item on the School Board meeting scheduled for July 27, 2021. PLEASE SEE ATTACHED PROCLAMATIONS AND RESOLUTIONS SCHEDULE 2021-2021 TEACHING AND LEARNING DUE DATES.

- 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.

Superintendent Barbara Jenkins has signatory authority on behalf of the School Board of Orange County, Florida.

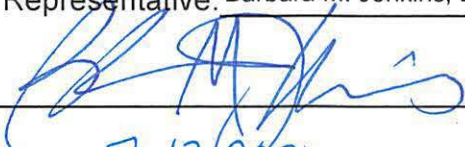
PLEASE SEE ATTACHED ORANGE COUNTY PUBLIC SCHOOLS ORGANIZATION CHART.

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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: Orange County Public Schools/Orange Technical College

Name and Title of Authorized Representative: Barbara M. Jenkins, Ed. D.

Representative Signature: 

Signature Date: 7.13.2021

## Orange Technical College: School of Airframe and Powerplant Mechanics

**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.**

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

The Orange Technical College: School of Airframe and Powerplant Mechanics program proposes to prepare students for employment or advanced training in the commercial and general aviation industry. Instruction is designed to prepare students for Federal Aviation Administration (FAA) license examinations for Airframe and Power plant ratings. Federal Aviation Regulation (FAR) Part 147 identifies minimum requirements for Airframe Maintenance Technician (AMT) schools. This program prepares students for employment as an:

- Aviation Maintenance General Technician,
- Aviation Airframe Maintenance Technician, and
- Aviation Powerplant Maintenance Technician.

The proposed program is a planned sequence of instruction consisting of two-four occupational completion points. The Aviation Maintenance General Technician (AMT0705, 450 hours), course is the core course. Additional course work includes:

- Aviation Maintenance Power plant Technician 1 (AMT0775-450 hours),
- Aviation Maintenance Power plant Technician 2 (AMT0776-450 hours),
- Aviation Maintenance Airframe Technician 1 (AMT0765- 450 hours), and
- Aviation Maintenance Airframe Technician 2 (AMT0766-450 hours). (Education, 2021)



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

Orange Technical College (OTC) offers over 30 career and technical education programs in all 17 identified career sectors. The addition of the School of Airframe and Powerplant Mechanics program supports OTC's current offerings by expanding courses offered in the transportation and logistics sector (Florida Department of Education, 2021a; Florida Department of Education, 2021b). This new school is designed to assist with the growing need for airframe and power plant mechanics throughout Central Florida stemming from the critical workforce shortage in this field resulting from the economic impacts of the global pandemic caused by COVID-19 (Bolen, 2021).

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

The Orange Technical College: School of Airframe and Powerplant Mechanics program focuses on broad, transferable skills; stresses understanding of all aspects of the aviation maintenance industry; and demonstrates elements of the industry such as planning, management, finance, technical and production skills; underlying principles of technology, labor issues, community issues; and health, safety, and environmental issues.

The program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster. Additionally, through this new program students will be given assistance to develop skills in areas involving:

- technical skill proficiency,
- competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, and

- work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster. (Education, 2021)

OTC's program is aligned to the workforce demand with state, regional, and local employment opportunities. Aviation Technicians are in-demand, and there are sufficient employment options and apprenticeship programs for related fields. There is expected to be a large job deficit in the aviation and aerospace industry from now until 2030 (i.e., 440,000 pilots [Boeing report], 660,000 technicians [Boeing report], and 40,000+ aerospace engineers [Wharton report]). With 2,000 companies in aviation and aerospace, Florida has the second largest share of the nation's aviation and aerospace business, according to the U.S. Department of Labor. Boeing, Lockheed Martin, Raytheon, and Northrop Grumman --- four of the largest and most significant companies in aviation and aerospace --- have worksites in Central Florida. In addition, Florida has valuable industry assets including 22 airports of 10,000+ feet, two spaceports, and advanced space vehicle, payload processing, and launch/landing facilities – supporting a full range of industry activities, from R&D, to testing, to service. Florida's 19 commercial airports account for 10 percent of the nation's total passengers and enplane about eight percent of the nation's air cargo. Price Waterhouse Coopers reports Florida is the number one state for aviation manufacturing attractiveness. Also, Florida is home to 20 major military installations. Consequently, there exists an increasing need to provide relevant educational experiences for young people interested in aviation and aerospace to provide future workers for industry growth right here in Central Florida. The program has both a local and global approach and outlook for Aviation Technicians.

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

OCPS and OTC are publically funded public education providers. All OTC programs are open to the general population. All program applicants and participants will be required to meet the Florida Department of Education's basic skills level outlined in the curriculum frameworks (Florida Department of Education, 2021a; Florida Department of Education, 2021b). Students who fail to meet the required basic skills will be provided the academic instruction and support needed to meet those basic skills before program completion as permitted by the Florida Department of Education (Florida Department of Education, 2021a; Florida Department of Education, 2021b).

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

The proposed School of Airframe and Powerplant Mechanics program will offer the Florida Department of Education the clock-hour, career certificate programs aligned with the Federal Aviation Administration's regulations outlined in Part 147 (Aviation Maintenance Technician Schools, 2021; Florida Department of Education, 2021a; Florida Department of Education, 2021b). In addition to the career certificate programs, OTC will work with advisory board members and industry partners to create and offer customized continuing education programs to assist the industry with maintaining current standards and credentials. The diversified program offerings will provide the industry with the skilled workers needed to fill the increasing demand for mechanics in the aviation field.

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

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

The Orange County Public Schools district proposed plan to establish a technical center for aviation maintenance careers is aggressive in its approach. The district has hired (in advance) a fully licensed Airframe and Powerplant instructor and has been in development of a robust and comprehensive/focused curriculum in cooperation with our industry partners (i.e., The Greater Orlando Aviation Authority, United Airlines, Avotek, ATEC, Baker School of Aviation and Broward College School of Aviation). OCPS is pursuing Hanger/Classroom space at both Orlando Regional and Orlando International Airports, with direct ramp access, and will be working in close proximity to our advisory board members on the ramp. The OCPS marketing team is developing a multifaceted approach which will host on campus hands-on demonstrations, reach out to current students and alumni for success stories, conduct a vigorous digital media campaign, leveraging our business partnerships for information regarding employment trends and needs. OCPS will recruit and train candidates from its existing student population and continue to develop and enroll students from both traditional and non-traditional pathways, recognizing the importance of special populations that are underrepresented in aviation fields OCPS is cognizant regarding understanding the urgency for qualified aviation maintenance technicians. The Department of Labor Bureau and Statistics is projecting the following:

- "Overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow five percent from 2019 to 2029, faster than the average for all occupations.
- Air traffic is expected to increase gradually over the coming decade, and will require additional aircraft maintenance, including that performed on new aircraft. Job

opportunities are expected to be good because there will be a need to replace those workers leaving the occupation."(Statistics, 2021)

Recognizing that aviation maintenance is an important part of the workforce, the school district is committed to offering underrepresented groups and minorities every opportunity to excel at the School of Airframe and Powerplant Mechanics. Orange County has a diverse, high-risk population from which students will be recruited, selected and retained for the project with the goal being to reach a larger and more diverse pool of people, including women, minorities, veterans and individuals with disabilities. Our demographic makeup is Hispanic - 43.2 %; Asian - 4.9%; Black - 24.3%; White - 25.1%; and Multiple - 2.3%. In OCPS schools Exceptional Student Education (ESE) students are represented at 10.3% and the English Language Learner (ELL) students is at 15.9% (U.S. Census Bureau).

OCPS will offer students the ability to attain a certificate to work on aircraft, each rating requires at least 400 hours of general coursework plus 750 hours related to airframe or power plant technology training. Technicians pursuing both ratings need a combined total of 1,900 hours. The combined program typically takes 18 to 24 months. Airlines hire entry-level maintenance technicians primarily from the aviation programs with which they are familiar. Other industries, however, have discovered the skills and competence of these graduates and are now competing with the airlines— notably the automobile industry, which is increasing its focus on technology related to automated and connected vehicles.

The benefits with the establishment of an aviation maintenance program at OCPS/OTC promotes accessibility to students who may not normally be able to afford a similar privately

run program which typically would cost \$1563.00 per Credit Hour (Embry Riddle) or at a public college \$590.00 per credit hour (Aviation Institute of Maintenance-Orlando), where OCPS/CTE would be substantially lower at \$212.00 per credit hour. Students will typically enter the aviation workforce directly after completing the training certificate program, the expected job growth is 6,300 jobs over the next 8 years, the Orlando area currently ranks third in the nation for aviation maintenance career fields with more than 13,500 in employment, expected five percent job growth and a mean wage of \$65,000 annually. This both allows for ease of access to training and employment in a high skilled high paying in demand career. The average A&P student is in school for 21 months and pays \$16,321 in tuition. The average starting annual pay for a certificated mechanic is \$45,000."(AVIATION TECHNICIAN EDUCATION COUNCIL, 2019)

The goal of creating a cutting-edge maintenance training program, starts with a professional advisory board, Professional Learning Community, Industry Expert advisors and speakers, and continues with ongoing curriculum writing to maintain FAA 147 compliance, and advanced training with the most up to date developments in the aviation industry. The sustainability of the program will be leveraged against the industry needs and continue to grow and expand from General Maintenance, to airframe, power plant, and avionics. Orange County Public Schools is committed to support this program's financial, academic, administrative needs, infrastructure, equipment, tools, and continued professional development. Orange County Public Schools/Career and Technical Education has and continues to add to an already extensive list of industry partners. These partnerships include United Airlines, JetBlue, Textron Aviation Service Center, Orlando International Airport, Orlando Executive Airport, Baker School of Aviation, Broward College, and CareerSource of Central Florida. Working in collaboration with our partners and outreach to our community, professional partners, and prospective students will

be comprehensive and deliberate. Using multi levels of deliverables; print, social media, electronic materials. Recruitment events will be held but not limited to, high schools, community outreach centers, conducting aviation learning days, student-parent engagement sessions, High School Career Days, and monthly professional advisory board collaboration with industry and Orange County Public School students, parents and teachers.

**2. ADDITIONAL INFORMATION:**

**A. Is this an expansion of an existing training program?** No  
**If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.**

This proposal represents new program development. It is not an expansion of an existing training program.

**B. Does the proposal align with Florida’s Targeted Industries?**  
**(View Florida’s Targeted Industries here.)** Yes  
**If yes, please indicate the specific targeted industries with which the proposal aligns.**  
**If no, with which industries does the proposal align?**

In alignment with workforce demand relating to state, regional, and local employment opportunities, our School of Airframe and Powerplant Mechanics program targeted industries include aviation and aerospace. Florida has the second largest share of the nation’s aviation and aerospace business, according to the U.S. Department of Labor. Boeing, Lockheed Martin, Raytheon, and Northrop Grumman --- four of the largest and most significant companies in aviation and aerospace --- have worksites in Central Florida.

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

**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.**

Training for our School of Airframe and Powerplant Mechanics program will be classroom-based, in person instruction at a new onsite Airport classroom/Hanger Facility located at Orange Technical College, Orlando, Florida.

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

OTC's projected number of completers in the School of Airframe and Powerplant Mechanics program is:

- Years one and two: 15 to 25
- Years three and four: 25 to 40
- Years five and beyond: 50 to 75 or more

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

Begin Date: 01/2022 End Date: Ongoing

The program is a planned sequence of instruction consisting of two-four occupational completion points. The Aviation Maintenance General Technician (AMT0705, 450 hours), course is the core course. Additional course work includes, Aviation Maintenance Power plant Technician 1 (AMT0775-450 hours), Aviation Maintenance Power plant Technician 2 (AMT0776-450 hours), Aviation Maintenance Airframe Technician 1 (AMT0765- 450 hours) Aviation Maintenance Airframe Technician 2 (AMT0766-450 hours). (Education, 2021)



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

The sustainability of the program will be leveraged against the industry needs and continue to grow and expand from General Maintenance, to airframe, power plant, and avionics. Orange County Public Schools is committed to support this program's financial, academic, administrative needs, infrastructure, equipment, tools, and continued professional development. Orange County Public Schools/Career and Technical Education has and continues to add to an already extensive list of industry partners. These partnerships include United Airlines, JetBlue, Textron Aviation Service Center, Orlando International Airport, Orlando Executive Airport, Baker School of Aviation, Broward College, and CareerSource of Central Florida. Working in collaboration with our partners and outreach to our community, professional partners, and prospective students will be comprehensive and deliberate. Using multi levels of deliverables; print, social media, electronic materials. Recruitment events will be held but not limited to, high schools, community outreach centers, conducting aviation learning days, student-parent engagement sessions, High School Career Days, and monthly professional advisory board collaboration with industry and Orange County Public School students, parents and teachers.

**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.**

Program Number	T640300
CIP Number	0647060703
Grade Level	30, 31
Standard Length	1,350 hours
SOC Codes (all applicable)	49-3011 – Aircraft Mechanics and Service Technicians

Program Number T640400  
CIP Number 0647060801  
Grade Level 30, 31  
Standard Length 1,350 hours  
SOC Codes (all applicable) 49-3011 – Aircraft Mechanics and Service Technicians

1. FEDAA002 FAA Aviation Maintenance Technician - General Federal Aviation Administration [www.faa.gov/licenses\\_certificates](http://www.faa.gov/licenses_certificates)
2. FEDAA004 FAA Aviation Mechanic Technician - Airframe Federal Aviation Administration [www.faa.gov/licenses\\_certificates](http://www.faa.gov/licenses_certificates)
3. FEDAA010 FAA Aviation Maintenance Technician - Powerplant Federal Aviation Administration [www.faa.gov/licenses\\_certificates](http://www.faa.gov/licenses_certificates)

I. Does this project have a local match amount? No

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

The project administration personnel involved in the School of Airframe and Powerplant Mechanics program are as follows:

**Associate Superintendent, Career and Technical Education** --- will provide leadership to ensure the success of the program. A minimum of two percent of the associate superintendent's time will be dedicated to the operation of this program during the project period of 18 months and beyond.

**Director, Orange Technical College** --- will provide building level supervision to insure that the program is implemented with fidelity and efficiency. This person will make sure that a certified teacher along with support staff. In addition, this person will be responsible to have all materials, equipment and supplies are in place. Finally, but not limited to, the Director will make sure all reporting to include program metrics are met and reported out in a timely manner. Two

percent of the director's time will be dedicated to the operation of this program during the project period of 18 months and beyond.

**Lead Instructor, Aviation Maintenance** --- will be responsible to make sure that participating students are taught at the rigor of the assessment and provide the necessary intervention to insure students reach content mastery. In addition, this person will work with the program advisory board to stay current in their needs and expectations. And, utilize the talent on the advisory board to enhance the program and enrich students' experiences. One hundred percent of the lead instructor's time will be dedicated to the operation of this program during the project period of 18 months and beyond.

**Licensed Airframe and Power plant Instructor** --- will be responsible to make sure that participating students are taught at the rigor of the assessment and provide the necessary intervention to insure students reach content mastery. In addition, this person will work with the program advisory board to stay current in their needs and expectations. And, utilize the talent on the advisory board to enhance the program and enrich students' experiences. One hundred percent of the airframe and power plant instructor's time will be dedicated to the operation of this program during the project period of 18 months and beyond.

**Advisory Board** --- will consists of local business and community professionals, teachers, students, administrators, and parents. The purpose of this advisory board is to support educators, students and businesses in developing, establishing and evaluating the success of the program to ensure students are adequately prepared for a career in this industry. The advisory board role is as follows:

- **Advise:** Counsel students and educators on the skills, knowledge, tools, technology, and tasks needed in today's careers. This information can be shared through workshops,

conferences, industry visits, curriculum review and support, safety training, resume review, participating in interviews, and review of program metrics and strategic plan.

- **Advocate:** Promote program to ensure it is relevant and sustainable. They would meet with administration, State and local leadership, students, parents, and others in industry to stress the importance of the program.
- **Support teachers and student:** By way of facilitating meetings and networking events, securing donations of equipment, tools and/or supplies. Additionally, they can provide industry visits, guest speaking, intern/externship opportunities as well as mentoring students and if need be, the teachers. This would benefit students as they learn the skills, knowledge and expectations for the career path. The advisory board can also participate in Career and Technical Student Organizations (CTSO) events, meetings, and competitions to further support students in their career related endeavors.

OCPS is the eighth largest public school system in the nation and the fourth largest in Florida. The district offers rigorous, accredited and advanced courses to prepare its students for college and careers. Under partnership, OCPS and the Orange County Technical College (OTC) propose a state-of-the-art project designed to provide training to men and women interested in aviation careers, including aviation maintenance, avionics, and airframe and power plant occupations. OTC is one of Florida's leading providers of comprehensive secondary and postsecondary technical education. The college serves more than 50,000 students each year through five technical college campuses, 20 high schools, 37 middle schools and various community and business sites. In most career and technical education (CTE) programs graduates can earn future college credits as well as gain valuable work-related experience for immediate employment in various technical fields. Participating students in the School of Airframe and Powerplant Mechanics program will be an essential piece of the school district's plan to address the

projected shortage of personnel with meaningful educational experiences in the aviation maintenance industry. Our efforts are specifically designed to prepare these students for employment in the workforce of U.S. maintenance technical workers. As part of this partnership, an Advisory Board has been formed which consists of the following businesses:

<b>Business Name and Advisory Board Member Name</b>	<b>Business Description</b>
<b>United Airlines</b> Mike Garcia, Senior Manager, Technical Operations – Aircraft Maintenance	A major American airline headquartered at Willis Tower in Chicago, Illinois. United operates a large domestic and international route network spanning cities large and small across the United States and all six continents.
<b>JetBlue Airlines</b> Andrew Kozak, General Manager Technical Operations Line MX & Material Ops (Southeast Region) Orlando International Airport	A major American low cost airline, and the seventh largest airline in North America by passengers carried. JetBlue Airways is headquartered in the Long Island City neighborhood of the New York City borough of Queens; it also maintains corporate offices in Utah and Florida
<b>Textron Aviation</b> Andy Alberti, General Manager	The general aviation business unit of the conglomerate Textron that was formed in March 2014 following the acquisition of Beech Holdings which included the Beechcraft and Hawker Aircraft businesses. The new business unit includes the Textron-owned Cessna.
<b>The Greater Orlando Aviation Authority</b>	The governmental entity that operates Orlando International Airport and Orlando Executive Airport in Orlando, Florida.
<b>Avotek</b> Michael Leo	A producer of state-of-the-art aviation maintenance training technology. Avotek publishes textbooks, creates multimedia materials, and manufacture training simulators — all focused on providing the best possible training experience for customers.
<b>Baker School of Aeronautics</b> Ciro R. Hidalgo, Principal	A school designed to prepare the aviation mechanic for F.A.A. written, oral and practical examinations.
<b>Atec, Inc.</b> Crystal Maguire, Executive Director, Aviation Technician Education Council	A company providing high quality products and services for Aerospace and Energy with over 67 years of experience in design, manufacturing, construction, procurement, maintenance, and field service to customers worldwide.
<b>Matco Tools</b> Donald Ryburn, Technical Education Specialist	An American professional tool distribution franchise for the automotive and other industries based in Stow, Ohio, United States. Includes over 13,000 different tools such as wrenches, screw drivers, gauges, and specialty tools.
<b>Broward College School of Aviation</b> Russell McCaffery, Dean, Transportation Programs	Accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate and baccalaureate degrees. The school offers programs in Aviation Operations and Airport Operations Management; Aviation Maintenance Management; Avionics Vocational Certificate; Aircraft Airframe Mechanics Certificate; Aircraft Power plant Mechanics Certificate and more.

<b>Orange County Government</b>	Orange County is located in the central portion of the U.S. state of Florida. As of the 2010 census, the population was 1,145,956, making it Florida's fifth most populous county. The county seat is Orlando. Orange County is the central county of the Orlando-Kissimmee-Sanford, Florida Metropolitan Statistical Area.
<b>Orlando Regional Airport Authority</b>	A governmental entity that operates Orlando International Airport and the Orlando Executive Airport in Orlando, Florida.
<b>CareerSource Central Florida</b> Lisa DellaValle, Youth Community Manager	Central Florida region's workforce board, responsible for workforce planning, programs, and the labor market for five Florida counties in the United States.
<b>SkyBridge Aviation LLC</b> Dan Trombly, Vice President of Business Operations	Created to support the Commercial and Government Aviation Industry. Specializing in providing Aviation subject matter experts for projects and full-time placement in fixed and rotary wing aircraft industry.

**3. PROGRAM BUDGET**

**1. Total Amount Requested**            \$6,852,188

**A. Other Workforce Training Project Funding Sources:**

Total Other Funding \$0.00

**B. Workforce Training Project Costs:**

Total Project Costs \$6,852,188

**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.**

<b>BUDGET NARRATIVE</b>					
<b>FUNCTION</b>	<b>OBJECT</b>	<b>DESCRIPTION</b>	<b>PROJECTED COSTS</b>	<b>PROPOSED FUNDING SOURCE</b>	<b>TIME FRAME</b>
5300	130	<b>Salaries:</b> Three full-time teachers to teach Airframe and Powerplant mechanics	\$712,500	DEO Grant	5 Years
5300	210	<b>Retirement @ .1000</b>	\$71,250	DEO Grant	5 Years
5300	220	<b>FICA @ .765</b>	\$54,506	DEO Grant	5 Years
5300	230	<b>Insurance</b>	\$9,895	DEO Grant	5 Years
5300	240	<b>Workers Comp: @ .0028</b>	\$1,995	DEO Grant	5 Years
5300	350	<b>Facility Improvements</b>	\$200,000	DEO Grant	2 Years
5300	369	<b>Technology Rental:</b> Curriculum to support instruction in Airframe and Powerplant mechanics; OSHA curriculum and certification exams; FAA Part 147 certification exams	\$10,000	DEO Grant	5 Years
7200	369	<b>Fuel Cost</b>	\$10,000	DEO Grant	Year One
7200	369	<b>FAA Permits and Licensing</b>	\$15,000		5 Years
7900	369	<b>Facility Rental</b>	\$1,200,000	DEO Grant	5 Years
7900	430	<b>Utilities</b>	\$400,000	DEO Grant	5 Years
5300	510	<b>Materials and Supplies:</b> Personal protective equipment (PPE) in sets of 25	\$7,500	DEO Grant	Year One
5300	515	<b>Tools/Instructional Materials</b>	\$175,000	DEO Grant	Year One
5300	641	<b>Materials and Supplies:</b> in sets of 25: Master Flight Line Aviation complete tool set for general aviation repairs	\$330,128	DEO Grant	Year One
5300	641	<b>Aviation Shop Tools:</b> for Airframe Instructional Repair: Hand Break, Metal Shear, Drill Press, Welding stations, Engine Hoister	\$123,000	DEO Grant	Year One
5300	641	<b>Capital Equipment:</b> Engines, test cells, Airframes, and component parts. Trainers, component trainers, and specialty equipment.	\$3,000,000	DEO Grant	Year one
5300	641	<b>Capital Equipment:</b> Airplane Electric Tug	\$26,000	DEO Grant	Year One
5300	641	<b>Capital Equipment:</b> 10 Heavy Duty, lockable storage cabinets @\$1700 each	\$17,000	DEO Grant	Year One
5300	642	<b>Non-Capital Equipment:</b> Classroom furniture	\$15,000	DEO Grant	Year One
5300	643	<b>Capital Equipment:</b> 30 Dell core i9 desktops	\$86,000	DEO Grant	Year One
5300	643	<b>Capital Equipment:</b> Four Cleartouch or equivalent smartboard for classroom, projectors wide screen	\$33,000	DEO Grant	Year One
5300	644	<b>Non-Capital Equipment:</b> 60 Dell Monitors	\$12,000	DEO Grant	Year One
7200	792	<b>Indirect Costs @ 5%</b>	\$342,414	DEO Grant	Year One
<b>TOTAL BUDGET REQUEST: \$6,852,188</b>					

#### 4. APPROVALS and AUTHORITY

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

The School Board of Orange County, Florida must approve the Orange Technical College: School of Airframe and Powerplant Mechanics program. This process is currently underway.

PLEASE SEE ATTACHED *MEMORANDUM FOR GRANT-RELATED ITEMS SUBMITTED FOR APPROVAL BY THE SCHOOL BOARD OF ORANGE COUNTY ON JULY 27, 2021.*

- 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 meeting, and if so, upon how many days'

The School Board of Orange County, Florida must approve the Orange Technical College: School of Airframe and Powerplant Mechanics program grant application. The grant application is an agenda item on the School Board meeting scheduled for July 27, 2021.

PLEASE SEE ATTACHED *PROCLAMATIONS AND RESOLUTUIONS SCHEDULE 2021-2021 TEACHING AND LEARNING DUE DATES.*

- 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.

Superintendent Barbara Jenkins has signatory authority on behalf of the School Board of Orange County, Florida.

PLEASE SEE ATTACHED *ORANGE COUNTY PUBLIC SCHOOLS ORGANIZATION CHART.*



**MEMORANDUM**

DATE: 7/27/2021  
TO: Barbara M. Jenkins, Superintendent  
FROM: Jennifer Sasser, Associate Superintendent, Research, Accountability and Grants  
SUBJECT: Board Meeting - Grants and Special Projects  
Grant-related items submitted for approval by the School Board of Orange County on July 27, 2021

**ATTACHMENT  
FOR  
APPLICATION QUESTION 4A**

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
1	New	State, Competitive	Advancing Career and Technical Education (CTE) through Entrepreneurship Education and Training (EET)	Rosa Grant, Senior Director, Career and Technical Education	Florida Department of Education	\$100,000	N	To create a robust entrepreneurial ecosystem through career and technical education.	7/1/21-6/30/22

**Description:**  
The Florida Department of Education is seeking to fund innovative EET projects that cultivate entrepreneurial mindsets and capabilities in CTE students. The district's Career and Technical Education department is proposing to collaborate with multiple stakeholders (i.e., CareerSource and interested businesses/industries) to impact a high number of students who can demonstrate increased entrepreneurial capabilities and future potential as small business owners. In addition, the collaboration projects will equip faculty members to effectively teach concepts and principles that cultivate entrepreneurial mindsets and capabilities in CTE students.

This initiative directly supports School Board Strategic Objective # 1 - High Expectations for Student Learning and Strategic Objective #6 - Engaged and Invested Community.

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
2	New	State, Competitive	Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V), Career and Technical Education - Secondary Career and Technical Education Programs for Department of Juvenile Justice Students	Rosa Grant, Senior Director, Career and Technical Education	Florida Department of Education	\$75,000	N	To more fully develop the academic, career and technical skills of secondary students to be served by the Department of Juvenile Justice (DJJ) by implementing new or improving existing career and technical education programs that align with fields identified by the state as high-skill, high-wage and/or high-demand and lead to CAPE (Career and Professional Education) secondary or postsecondary industry certifications in DJJ programs.	7/1/21-6/30/22

**Description:**  
The district's Career and Technical Education and Juvenile Justice departments will collaborate on a proposed grant application to:  
(1) foster innovation through the identification and promotion of promising and proven CTE programs, practices and strategies that prepare individuals for nontraditional fields; and  
(2) promote the development, implementation and adoption of programs of study or career pathways aligned with occupations or industries identified by the state as high-skill, high-wage or in-demand.

This initiative directly supports School Board Strategic Objective #1 - High Expectations for Student Learning and Objective #6 - Engaged and Invested Community.

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
3	New	State, Competitive	Florida Job Growth Grant Fund	Rosa Grant, Senior Director, Career and Technical Education (CTE)	Florida Department of Economic Opportunity	\$7,000,000	N	To promote public infrastructure and workforce training across Florida.	7/1/21-6/30/22

**Description:**  
The Department of Economic Opportunity has announced the availability of funding to support projects that focus on rapidly developing a highly skilled workforce and infrastructure initiatives that attract businesses, create jobs and promote growth and employment in Florida. The district's Career and Technical Education department is proposing to apply for a Workforce Training grant to provide transferable and sustainable workforce skills applicable to more than a single employer and cover costs for equipment associated with the program. The Orange Technical College (OTC) School of Airframe and PowerPlant Mechanics will promote economic opportunity by enhancing workforce training in the area of airframe and powerplant mechanics. The program meets current workforce demands and aligns with federal, state, and local workforce board initiatives. Aviation is a key workforce development need according to the CareerSource Central Florida's Workforce Innovation and Opportunity Act (WIOA) Local Plan.

This initiative directly supports School Board Strategic Objective #1 - High Expectations for Student Learning and Objective #6 - Engaged and Invested Community.

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
4	Continuation	State, Entitlement	Strengthening Career and Technical Education (CTE) for the 21st Century Act, (Perkins V) Career and Technical Education Secondary Programs, Section 131	Rosa Grant, Senior Director, Career and Technical Education	Florida Department of Education	\$2,394,125	N	To develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.	7/1/21-6/30/22

**Description:**  
The Career and Technical Education Secondary Programs grant is two-fold. For middle grades, the program will continue to address how the district's exploratory courses will provide:

- (1) Engaging Instruction - to integrate academic, technical and employability skills;
- (2) Appropriate Instructional Supports - to incorporate relevant equipment, technology and materials to support learning;
- (3) Prepared and Effective Teachers - to provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning; and
- (4) Access and Equity - to eliminate barriers and create opportunities for all students to succeed in CTE.

For grades 9-12, the Career Preparatory and Technology Education Program will continue to address:

- (1) Business and Industry Engagement and Workforce Alignment - to strategically engage business and industry to ensure the program meets workforce demand as substantiated by the Comprehensive Local Needs Assessment Labor Market Alignment;
- (2) Engaging Instruction - to provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into CTE programs; and
- (3) Appropriate Instructional Supports - to provide instruction that incorporates relevant equipment, technology and materials to support learning.

This initiative directly supports School Board Strategic Objective #1 - High Expectations for Student Learning and Objective #6 - Engaged and Invested Community.

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
5	Continuation	State, Entitlement	Strengthening Career and Technical Education (CTE) for the 21st Century Act, (Perkins V) Career and Technical Education Postsecondary Programs, Section 132	Rosa Grant, Senior Director, Career and Technical Education	Florida Department of Education	\$606,696	N	To develop more fully the academic and career and technical skills of postsecondary education students who elect to enroll in career and technical education programs.	7/1/21-6/30/22

**Description:**

The Career and Technical Education Postsecondary Programs grant will address the following primary areas:

- (1) Business and Industry Engagement and Workforce Alignment - to ensure the program meets workforce demand as substantiated by the Comprehensive Local Needs Assessment Labor Market Alignment;
- (2) Engaging Instruction - to integrate academic, technical and employability skills and how those programs support the integration of academic skills into CTE programs;
- (3) Prepared and Effective Faculty and Staff - to provide instruction that incorporates relevant equipment, technology and materials to support learning; and
- (4) Appropriate Instructional Supports - to maintain up to date skills and knowledge necessary to support learning.

This initiative directly supports School Board Strategic Objective #1 - High Expectations for Student Learning and Objective #6 - Engaged and Invested Community.

Item #	New or Continuation	Funding Type	Grants/Contract Name	Fund Manager	Funder	Amount	Matching Funds (Y/N)	Purpose	Grant Contract Period
6	Continuation	State, Entitlement	Unified School Improvement Grant (UniSIG)	Kimberly Gilbert, Senior Director, Federal Programs	Florida Department of Education	\$2,485,675	N	To serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of ESSA, in alignment with Goal 1 of the Florida State Board of Education's K-20 Strategic Plan.	9/1/21-8/31/22

**Description:**

Prioritization is granted to students attending Title I schools identified with a 2019 school grade D or F and to students attending any public high school regardless of Title I status that has a four-year adjusted cohort graduation rate of 67 percent or less based on the most recently released data.

This initiative directly supports School Board Strategic Objective #1 - High Expectations for Student Learning and Objective #3 - Dedicated and High-Quality Team.

**ATTACHMENT FOR APPLICATION QUESTION 4B**



**Orange County  
Public Schools**

**Proclamations and Resolutions Schedule 2020-2021  
Teaching and Learning Due Dates**

<b>Directors Send to Sr. Directors Resolutions</b>	<b>Sr. Directors Final Review Date Submit to Jennifer</b>	<b>Jennifer Final Review Date</b>	<b>Submit to Dr. Vazquez</b>	<b>Resolution on BoardDocs by 10:00 am</b>	<b>Cabinet Meetings</b>	<b>Board Meeting</b>
November 12, 2020	November 30, 2020	December 8, 2020	December 11, 2020	December 17, 2020	January 4, 2021	January 12, 2021
December 8, 2020	December 15, 2020	December 18, 2021	January 4, 2021	January 14, 2021	January 19, 2021	January 26, 2021
January 6, 2021	January 8, 2021	January 13, 2021	January 18, 2021	January 28, 2021	February 1, 2021	February 9, 2021
January 15, 2021	January 22, 2021	January 27, 2021	February 1, 2021	February 11, 2021	February 15, 2021	February 23, 2021
February 1, 2021	February 5, 2021	February 10, 2021	February 15, 2021	February 25, 2021	March 1, 2021	March 9, 2021
March 5, 2021	March 10, 2021	March 14, 2021	March 22, 2021	April 1, 2021	April 5, 2021	April 13, 2021
March 22, 2021	March 26, 2021	March 31, 2021	April 5, 2021	April 15, 2021	April 19, 2021	April 27, 2021
April 5, 2021	April 9, 2021	April 14, 2021	April 19, 2021	April 29, 2021	May 3, 2021	May 11, 2021
April 19, 2021	April 23, 2021	April 27, 2021	May 3, 2021	May 13, 2021	May 17, 2021	May 25, 2021
May 3, 2021	May 7, 2021	May 12, 2021	May 17, 2021	May 27, 2021	June 2, 2021	June 8, 2021
May 17, 2021	May 21, 2021	May 26, 2021	May 31, 2021	June 9, 2021	June 14, 2021	June 22, 2021
June 7, 2021	June 10, 2021	June 16, 2021	June 21, 2021	June 30, 2021	July 6, 2021	July 13, 2021 Optional Meeting



**Proclamations and Resolutions Schedule 2020-2021  
Teaching and Learning Due Dates**

<b>Directors Send to Sr. Directors Resolutions</b>	<b>Sr. Directors Final Review Date Submit to Jennifer</b>	<b>Jennifer Final Review Date</b>	<b>Submit to Dr. Vazquez</b>	<b>Resolution on BoardDocs by 10:00 am</b>	<b>Cabinet Meetings</b>	<b>Board Meeting</b>
June 21, 2021	June 24, 2021	June 30, 2021	July 6, 2021	July 14, 2021	July 19, 2021	July 27, 2021 Budget Public Hearing
July 5, 2021	July 8, 2021	July 14, 2021	July 19, 2021	July 28, 2021	August 2, 2021	August 10, 2021
July 19, 2021	July 22, 2021	July 28, 2021	August 2, 2021	August 12, 2021	August 16, 2021	August 24, 2021
August 9, 2021	August 13, 2021	August 18, 2021	August 23, 2021	September 2, 2021	September 7, 2021	September 14, 2021 Budget Public Hearing
August 23, 2021	August 27, 2021	September 1, 2021	September 7, 2021	September 16, 2021	September 20, 2021	September 28, 2021
September 6, 2021	September 10, 2021	September 15, 2021	September 20, 2021	September 30, 2021	October 4, 2021	October 12, 2021
September 20, 2021	September 24, 2021	September 29, 2021	October 4, 2021	October 14, 2021	October 18, 2021	October 26, 2021
October 4, 2021	October 8, 2021	October 13, 2021	October 18, 2021	October 28, 2021	November 1, 2021	November 9, 2021
					NA	November 16, 2021 Reorganization

# ORANGE COUNTY PUBLIC SCHOOLS

ATTACHMENT  
FOR  
APPLICATION  
QUESTION 4C

