



**Florida Job Growth Grant Fund
Workforce Training Grant Proposal**

Proposal Instructions: The Florida Job Growth Grant Fund Proposal (this document) must be completed and signed by an authorized representative of the entity applying for the grant. Please read the proposal carefully as some questions may require a separate narrative to be completed.

Entity Information

Name of Entity: Tom P. Haney Technical Center

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

Contact Information:

Primary Contact Name: Ann Leonard
Title: Director
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Workforce Training Grant Eligibility

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

Eligible entities must submit proposals that:

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

1. Program Requirements:

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

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

Tom P. Haney Technical Center Workforce Training Grant Proposal for Automotive Service Technology, Air Conditioning, Refrigeration and Heating Technology (HVAC), and Industrial Pipefitter

Automotive Service Technology 1 & 2: These programs provide rigorous content needed to prepare for further education and employment in the Transportation, Distribution and Logistics career cluster. The content includes understanding and demonstration of the following elements of the Automotive industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Air Conditioning, Refrigeration, and Heating Technology (HVAC): This program prepares students for employment or advanced training in the heating, air-conditioning, and refrigeration and ventilation industry. The content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge. The content includes but is not limited to designing, testing and repairing heating, ventilation, air-conditioning and cooling (HVAC) systems.

Industrial Pipefitter: This program focuses on broad, transferable skills necessary for employment, stresses understanding of the pipe fitting industry, and demonstrates elements of the Pipe Fitting Trades industry; such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

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

This proposal supports the renovation and much-needed update of two current programs at Haney Technical Center, Automotive Service Technology 1 & 2 and HVAC, as well as the creation and implementation of a new program: Industrial Pipefitter.

The Automotive Service Technology and HVAC programs have been operating at Haney Technical Center since the 1970's and have well-established enrollment and success rates. However, the facilities and equipment are out-of-date and do not meet the technological and training needs of current industry. The funds requested for renovation and updating would allow this strong program to become outstanding and would enable the school to produce students who are ready and able to meet the skilled labor needs in the local workforce.

The Industrial Pipefitter program is a program that has been requested by local industry partners to meet the needs of the regional workforce. According to the Florida Department of Education, there are no post-secondary Industrial Pipefitter programs offered in the state with the exception of two apprenticeship programs offered in South Florida. Due to a 10.5 billion dollar contract awarded to a local industry partner for a contract with the U.S. Coast Guard along with heavy construction needs due to local tourism and industry, there is a critical need for this type of skilled labor.

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

Automotive Service Technology 1 & 2:

Haney's automotive program is fortunate to have strong industry partners such as: Bay Chrysler, Jeep, Dodge and Ram; Panama City Toyota; Bill Cramer Chevrolet, Cadillac, Buick, and GMC Dealership; AutoNation Ford; John Lee Nissan, and others who regularly employ our students. There are over 100 mechanics' shops in our local area who benefit from hiring our students. The program's advisory committee has strong representation among these businesses

HVAC:

Haney's HVAC students are employed on a regular basis by local companies such as: Peaden Air Conditioning, Plumbing, & Electrical, A1 Superior A/C, Bay Heating and Cooling, All American Air and Heat, Roussos Air Conditioning, and others. In addition, seventeen of our currently-enrolled students are also working either full or part-time with these local employers while attending school. There are approximately 50 HVAC contractors in our local area who benefit from hiring our students. Many of these local contractors serve on the HVAC program's advisory board as industry partners. Employers report that they prefer to hire employees who have completed technical school. HVAC Advisory members agree that this program is critical to meet the need for skilled employees for local industry.

Industrial Pipefitter:

The curriculum frameworks for the Industrial Pipefitter program outlines a 600 hour course. If created, it would be possible to complete the course in one semester and have two enrollment periods annually. A six month training period with low enrollment costs of less than \$3500 would yield a large return-on-investment for students. In 2016, the average wage for Plumbers, Pipefitters, and Steamfitters in Panama City was \$13.78 per hour or \$28,664 annually. The benefits for future employees and local

businesses would be extremely positive. Eastern Shipbuilding Group has just been awarded a 10.5 billion dollar contract with the United States Coast Guard to build 24 cutters. When operating at full capacity, they employ over 200 pipefitters with the expectation to hire approximately 100 pipefitters annually since the turnover rate averages 50%. This company and other area businesses such as West Rock and Gulf Power Company will provide excellent job sources for students completing the program.

D. Does this proposal support a program(s) that is offered to the public? YES

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

All programs at Tom P. Haney Technical Center fall under the auspices of the Bay District School Board and are guided by the Curriculum Frameworks established by the Florida Department of Education. The school holds dual accreditations from the Council on Occupational Education and AdvancED. All instructors are certified by the Florida Department of Education and hold a minimum of 6 years of experience in the field.

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

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

The metrics used to assess the success of a training program are measured largely by the completion rate and placement rate of each of the 18 programs offered at this school. The completion rate is the percentage of students who have demonstrated the competencies required for a program and have been awarded the appropriate credential (graduate completer) or have acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment (non-graduate completer). The placement rate is the percentage of students who are completers of a program who (1) is employed in the field of education pursued or in a related field, or (2) has received the appropriate credential and entered the military or continued his/her education. Valid employment in the field or a related field includes placement in a permanent full- or part-time position with an employer or employment agency, or self-employment in the field of education or a related field.) In order to retain accreditation by the Council on Occupational Education, the completion rate for each program must be 60% or higher and the placement rate must be 70% or higher. Haney Technical Center averages an 82% completion rate and 86% placement rate among the 18 programs.

Automotive Service Technology 1 & 2:

Labor Market Statistics from the Occupational Employment Projections Unit show that, “Opportunities should be good for those who complete postsecondary automotive training programs, as some employers report difficulty finding workers with the right skills.”

- In 2016, the average wage for Automotive Service Technicians and Mechanics was \$16.77 per hour or \$34,884 annually.
- The program has a solid job placement rate average of 80% over the last four years.
- Within the local workforce region, job prospects are expected to be very strong with an anticipated job increase of 5% between 2008-2018
- Based on labor market statistics, there are currently 622 job openings in Northwest Florida for Automotive Service Technicians and Mechanics and in related occupations such as Installation, Maintenance and Repair.
- Approximately 849 job openings are projected over the next eight years.

HVAC:

- The program has a solid job placement rate averaging 87% over the last 4 years.
- Within the local workforce region, job prospects are expected to be excellent, and employment in this job field is projected to grow much faster than the average field.
- In 2016, the average wage for heating, air-conditioning, and refrigeration mechanics and installers was \$17.84 per hour or \$37,118 annually.
- Based on labor market statistics, there are currently 58 job openings in NW Florida and another 613 jobs in related occupations of Installation, Maintenance and Repair Occupations.
- Nationally, employment of HVAC technicians is projected to increase 238% during the 2008-18 decade--much faster than the average for all occupations.
- HVAC advisory committee members gave a starting salary range in NW Florida for a year-round, full-time entry-level employee at between \$25,000-\$50,000 annually with some seasonal considerations for higher or lower income potential.

Industrial Pipefitter:

According to the Florida Department of Economic Opportunity, skilled workers in this field constitute one of the largest and highest paid construction occupations, and job opportunities should be very good.

- Employment of plumbers, pipe layers, pipefitters, and steamfitters is expected to grow 16% between 2008 and 2018, faster than the average for all occupations.
- According to projections from the Florida Department of Economic Opportunity, approximately 396 job openings are projected over the next eight years.
- The Panama City region has 129 projected openings from 2015-2023.

- In 2015, there were 624 workers employed in this occupation in Panama City, Florida. Many people in this career field are expected to retire in the next 10 years, which will create additional job openings.

2. Additional Information:

A. Is this an expansion of an existing training program? Yes

Two of the programs, Automotive Service Technology and HVAC are existing programs. Industrial Pipefitter will be a new program.

If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

The Automotive Service Technology program is the oldest program at Haney and is still housed in its original building constructed in 1970 with few updates. The HVAC program has also been running in the same space since 1976, and it is long overdue for improvements to facilities, equipment and technology to teach to industry standards. Both of these programs currently run at capacity with a student wait list and each has two instructors to help meet the demands for the program. Additionally, both of these programs have strong occupational advisory committees and substantial partnerships with local business partners. These advisory members have suggested the need for upgrading the facility, technology, and equipment used in these programs in order to better prepare students with real-world, hands-on experiences that are immediately transferable to the job market. Letters of support from local businesses are attached.

B. Does the proposal align with Florida's Targeted Industries? (View Florida's Targeted Industries here.) Yes

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

Automotive Service Technologies 1 & 2:

- Other Manufacturing: Automotive & Marine
- Homeland Security/Defense: Transportation/Military Vehicles

HVAC:

- CleanTech: Energy Equipment Manufacturing
- CleanTech: Energy Storage Technologies
- CleanTech: Environmental Consulting

Industrial Pipefitter:

- Homeland Security/Defense: Shipbuilding and Repair
- Emerging Technologies: Materials Science

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida's [Demand Occupation Lists here.](#)) YES

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

Automotive Service Technologies 1 & 2 and HVAC are on the Regional Demands Occupations List. Industrial Pipefitter is on the Statewide Demand Occupations List.

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

Training for each of the 3 programs will take place at the Tom P. Haney Technical Center campus located at 3016 Highway 77, Panama City, Florida, 32405. Training will be classroom-based and will consist of a combination of lecture, textbook, online, demonstration, guest speaker, and hands-on learning in a lab setting.

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

Automotive Service Technology 1 & 2 are both offered at the same time and have a maximum total combined enrollment of 36 students. HVAC has a maximum enrollment of 40 students at one time. Both programs have three enrollment periods each calendar year. These programs are self-paced. Since there are 3 enrollment periods annually, students may enter as openings occur with students graduating and exiting the program. Automotive Service Technology has an 81% completion rate and HVAC has an 84% completion rate.

The Industrial Pipefitter program will have enrollment twice annually—once in the Fall and once in the Spring. Students will complete the program in one semester as a lock-step program. The maximum enrollment will be 15 students. We anticipate a completion rate of at least 75%.

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

Begin Date: August 17, 2017 **End Date:** June 1, 2018

Automotive Service Technology 1 & 2:

There are three enrollment dates annually, and students are self-paced. A full program completer for Automotive Service Technology 1 can finish in approximately 11 months. A full program completer for Automotive Service Technology 2 can complete in

approximately 8 months. It would take approximately 2 years to complete both programs. However, students are employable at 9 exit points if they choose not to complete the entire program.

HVAC:

There are three enrollment dates annually, and students are self-paced. A full program completer will complete in approximately 15 months although they can be employable at 4 exit points if they choose not to complete the entire program.

Industrial Pipefitter:

There are two enrollment dates annually (fall and spring semester), and all students proceed in lock-step at the same pace. The 600 hour program can be completed in one semester.

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

The Automotive Service Technology 1 & 2 programs as well as the HVAC program are already well-established at Haney and run at full capacity with waiting lists. The Industrial Pipefitter program is a high-demand program requested by local industry partners and research presented earlier shows the number of local and regional employees needed in these high-skill areas. Tuition covers the cost of running the programs making them easily sustainable.

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.

Automotive Service Technology 1 (T400700) 1050 Hours

- (ASE) Automotive Service Excellence Certification available

Automotive Service Technology 2 (T400800) 750 Hours

- (ASE) Automotive Service Excellence Certification available

Air Conditioning, Refrigeration, and Heating Technology (1470203) 1350 Hours

- National Center for Construction Education and Research (NCCER) Core Curriculum and Trainee Guide Levels 1, 2, 3, and 4 certifications available
- Occupational Safety and Health (OSHA) certification available
- North American Technical Excellence (NATE) Exams are being considered for addition to the program as optional industry certifications.

Industrial Pipefitter (1460514) 600 Hours

- National Center for Construction Education and Research (NCCER) Core Curriculum and Trainee Guide Levels 1, 2, 3, and 4 certifications available

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

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

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

Please see the attached proposals and letters of support from local and regional industry partners.

3. Program Budget

Estimated Costs and Sources of Funding: Include all applicable workforce training costs and other funding sources available to support the proposal.

A. Workforce Training Project

Costs:

Equipment	\$180,000	
Personnel	\$	
Facilities	\$1,164,400	
Tuition	\$	
Training Materials	\$	
Other	\$112,200	
Total Project Costs	\$1,456,200	

Please Specify
Engineering/Design

B. Other Workforce Training Project Funding Sources:

City/County	\$	
Private Sources	\$	
Other (grants, etc.)	\$	
Total Other Funding	\$	

Please Specify:

Total Amount Requested \$1,456,200

Note: The total amount requested must equal the difference between the workforce training project costs in 3.A. and the other workforce training project funding sources in 3.B.

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

Once funding is secured, Bay District Schools will bid the design/engineering projects as per board policy. After the Architect is chosen, the process is as follows: Design Phase, board approval of design, Advertise for Contractors, Construction Contract approved by Board, Construction phase, Substantial completion, Final Inspection and Certificate of Occupancy, if applicable. The total request covers three separate workforce training projects all located on the Haney Tech Center campus. Equipment purchases will be determined by program needs as required by DOE curriculum frameworks and recommendations of local advisory committees.

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)?

Approval must be obtained from the Bay District 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.

The Bay District School Board meets twice monthly on the first and fourth Tuesdays. The schedule of meetings has been established through November 28. The meeting dates beyond that time will be set at the November 28 meeting.

Meeting Dates: August 8, 2017; August 22, 2017
September 12, 2017; September 26, 2017
October 10, 2017; October 24, 2017
November 14, 2017; November 28, 2017

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

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

Name of Entity: Bay District Schools (Tom P. Haney Technical Center)

Name/Title of Authorized Representative: William V Husfelt III, Superintendent of Schools

Representative Signature:  _____

Signature Date: 7/26/15 _____