



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: Valencia College

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

Contact Information:

Primary Contact Name: Kristeen Christian (Point of Contact-Grants)

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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.

Valencia College is requesting workforce training funds for the Centers for Accelerated Training: Advanced Manufacturing and Distribution Logistics (CAT-AMDL) project to promote economic enhancement in support of Florida's targeted industries: Global Logistics, Simulation and Training, Machine Tooling, and Advanced Manufacturing. As the third largest public state college, Valencia serves over 70,000 students annually in continuing education, degree and certification programs. The project will create a tremendous regional impact across the College's service district encompassing Orange and Osceola Counties including Poinciana (split between Osceola and Polk County). The tri-county area encompasses over 4,341 square miles with approximately 2.3 million residents. The project will be initially located on the Osceola Campus, one of the College's eleven learning locations, and is part of Valencia College's larger-scale Centers of Accelerated Training initiative that includes plans for expansion to two additional learning locations in Poinciana and downtown Orlando.

The CAT-AMDL project will support the College's multi-year plan to increase access to workforce education programs and provide the necessary facilities to train residents of the targeted distressed communities for high-demand, high-wage jobs. This project will provide long-term economic impact through collaboration with regional stakeholders including nationally-recognized industry leaders in manufacturing who have a shared interest in promoting economic recovery in the region. The state-of-art facilities will create access for residents across Central Florida to participate in a specialized workforce program in advanced manufacturing with industry-recommended skills training in mechatronics and distribution logistics.

The CAT-AMDL workforce training project responds to new and emerging careers by offering students training with "multi-craft" skills to work on advanced systems and "intelligent" equipment in manufacturing and industrial industries. The workforce training will prepare students for immediate employment in high-demand occupations including Industrial Maintenance Technicians, Mechanics, Transportation Logistics Specialists, and Certified Logistics Technicians.

The CAT-AMDL project includes two facilities: (1) a 14,700 sq. ft. building and (2) a 35,000 sq. ft. The CAT-AMDL project facility (1) has an estimated completion date of early-Fall 2018 and facility (2) has an estimated completion date of early Fall 2019. The facilities will be outfitted with computer labs, classrooms and simulation labs for technology-enhanced skills training. The CAT-AMDL project will be centrally located in on the VC-Osceola Campus. (see Attachment A. Osceola Campus map).



As an open-access state college, Valencia is well-positioned to offer accelerated workforce

training to benefit the public as the primary, most affordable, workforce educational provider across Central Florida. The accelerated workforce training will be offered in-person with simulation learning labs and technology-enhanced classrooms for computer-based and hands-on training. To bring economic development within targeted distressed regions, the College has strategically developed a modular approach to the CAT-AMDL training programs to promote a greater regional impact through portable workforce curriculum that is scalable to new learning sites. The new facilities will ensure that location-bound residents in Osceola County will have access to the electrical, mechanical, and industrial skills training needed to obtain gainful employment immediately upon program completion.

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

The CAT-AMDL project supports the state college's mission of workforce development by providing the community access to the necessary facilities and equipment to be prepared for tomorrow's workforce needs. The regional initiative supports workforce training at Valencia College by offering accelerated programs that focus on advanced skills training needed by industry. The CAT-AMDL project supports the regional and statewide goals to increase job growth and economic development by preparing a skilled workforce in Florida's manufacturing and distribution and logistics sectors. In accordance with the mission of Florida State College System, the project is located in a region of high need for workforce education and offers resources in manufacturing and cross-functional electrical, mechanical, and computer skills training to communities that currently have no access to high-quality workforce training.

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

The CAT-AMDL program maximizes student success in technology-enhanced learning environments to develop a globally competitive workforce in manufacturing NAICS Sector 31-33. The participants who complete workforce training in the CAT-AMDL will earn credentials that are applicable and transferable to multiple industry sectors creating over 900 jobs in related electrical, mechanical, and computer technology occupations. Examples of industry sectors and employers who require these skills include:

- Bottling plants – Pepsi, Anheuser-Busch, Coca-Cola
- Automated warehousing centers – Publix, Winn-Dixie, Walmart



- Theme parks – Disney, Universal, SeaWorld
- All facets of manufacturing –
 - Medical equipment calibration – Medtronics, Invacare
 - Electronic components – Siemens, Allen-Bradley
- Aerospace industry – Space-X, RUAG, OneWeb, Blue Origin, NASA,
 - Lockheed-Martin, Boeing, Airbus, Cessna, Gulfstream
- Technology-based Manufacturing – L-3 Communications, Raytheon, Rockwell-Collins,
- Medical facilities (Industrial mechanic/facility supervisor) – Florida Hospital, Arnold
- Utility service corporations – Industrial mechanic positions: Duke Energy, Florida Power and Light, Middlesex Asphalt, Turner Construction, Tampa Steel Erecting Corp., Altec Industries.
- Large scale Bakeries – Toufayan, Entenmanns
- Shipyards/port facilities – Port of Miami, Port Canaveral, Port of Pensacola
- Food packaging – Frito-Lay, Heinz, Key Packaging, Highland Packaging Solutions.
- Packaging companies – Uline, Weyerhaeuser

The workforce training will offer transferable, nationally recognized certifications that aligns with the Manufacturing Skills Standards Council Certified Production Technician (MSSC-CPT) and articulates into the state's A.S. Engineering Technology Degree, A.S. Transportation, Distribution and Logistics, A.S. Supply Chain Management and the B.S. Engineering Technology Degrees. The Mechatronics programs will give students the opportunities to earn credentials through NIMS Certifications, PMMI Certifications and MSSC Certified Logistics Technician and Certified Logistics Associate Certifications. The industry-validated credentialed-based articulated degree is a model for national implementation of accelerated workforce education strategies.

The CAT-AMDL workforce training project will lead to job creation in the following occupations: 491011 First-Line Supervisor of Mechanics, Installers, and Repairers; 514041 Machinists; 131081 Logisticians; 172141 Mechanical Engineers; 511011 First-Line Supervisor of Production and Operating Workers; 172072 Electronics Engineers; 111021 General and Operations Managers. The proposed project is strategically located in a region with high percentage of job vacancies in industry clusters with a significant projected job growth in manufacturing, distribution logistics, and information technology industries (Florida Department of Economic Opportunity Labor Market Information and EMSI). According to the EMSI "Job Posting Analytics Report for Mechatronics Opportunities" in the service area, the top 12



companies in the service area posted 2,607 job postings in mechatronics with 553 unique postings from June 2016-June 2017.

As a result of this project, the workforce training programs offered in the new facilities will create career trajectories for occupations in Industrial Machinery Mechanics (49-9041) - mean hourly wage was \$23.76 in 2016. The projected percent growth for employment in this field is 25.7% with an increase from 975 job openings in 2016 to 1,226 openings by 2024 in Valencia College's service region (Florida Department of Economic Opportunity, Bureau of Labor Market Statistics).

To ensure the proposed project success, the CAT-AMDL project will adhere to the project timeline and be responsible for developing and maintaining workforce educational programs through the workforce training project with the support of industry advisory councils and recommendations of regional partners. The College engages in on-going environmental scans for continuous program improvement and development of relevant workforce programming by engaging the regional workforce investment board (CareerSource Central Florida), and the non-profit backbone organizations (e.g. Manufacturers Association of Central Florida, and Osceola's Advanced Manufacturing Consortium-BRIDG) contribute to the regional strength and movement advancing manufacturing and logistics workforce.

The CAT-AMDL project will offer intentional recruitment to individuals in the project's geographically targeted neighborhoods in Osceola. The CAT-AMDL will expand from Osceola location to the downtown Orlando learning center to ensure economic revitalization in the downtown and west of downtown Orlando regions (e.g. Paramore and Pine Hills census designated areas) that have a high concentration of chronic poverty, lack of education, homelessness, and unemployment. The CAT-AMDL project will create over 900 jobs through industry partners and will bridge the network between business leaders and residents to achieve measurable results in asset-based community transformation through accelerated workforce training.

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

Yes No

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

The CAT-AMDL project aligns the workforce training with career clusters and learning competencies detailed in the Florida Department of Education's Academic Career and Technical Education Academic Framework, as well as, the learning competencies validated through federally supported national and international advanced technology education programs (e.g. National Science Foundation Advanced Technology Education Centers,



Department of Labor TAACCCT workforce curriculum,). The workforce training will offer transferable, nationally recognized certifications that aligns with the Manufacturing Skills Standards Council Certified Production Technician (MSSC-CPT) and articulates into the state's A.S. Engineering Technology Degree, A.S. Transportation, Distribution and Logistics, A.S. Supply Chain Management and the B.S. Engineering Technology Degrees. The Mechatronics programs will give students the opportunities to earn credentials through NIMS Certifications, PMMI Certifications and MSCC Certified Logistics Technician and Certified Logistics Associate Certifications. The industry-validated credentialed-based articulated degree is a model for national implementation of accelerated workforce education strategies.

The CAT-AMDL project is responsible for developing and maintaining workforce educational programs that are driven by industry advisory councils and recommended by regional stakeholders. The College engages in on-going environmental scans for continuous program improvement and development of relevant workforce programming by engaging the regional workforce investment board (CareerSource Central Florida), and the non-profit backbone organizations (e.g. Manufacturers Association of Central Florida, and Osceola's Advanced Manufacturing Consortium-BRIDG) contribute to the regional strength and movement advancing manufacturing and logistics workforce.

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 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 CAT-AMDL project connects to a broader economic development vision for the community by providing residents from distressed communities access to the necessary facilities and equipment for the advanced skills training required by industry. In response to the needs of regional industry partners, the CAT-AMDL workforce training project creates capacity to train and place over 900 students in high-wage, high-skill manufacturing jobs over the next five years. The regional impact of this project was tested through a smaller pilot project where the income of the average program completer increased from minimum wage to \$15.00- \$30.00 an hour. The project's return on investment is over 5:1 for every dollar invested based on the increase in wages of program completers. Program completers can anticipate an increase of wages between \$5 to \$15 an hour. The project team anticipates a minimum of 900 program completers will enter high-wage jobs over the next five years with an estimated impact range of \$9 to \$30 million increase of wages projected. We have not estimated the savings on social services such as unemployment compensation, welfare, food stamps and other related services.

The CAT-AMDL project supports the regional and statewide goals to increase job growth and economic development by preparing a skilled workforce in Florida's manufacturing and distribution and logistics sectors. The project is in a region of high need for transferrable workforce education and offers resources in manufacturing and cross-functional electrical, mechanical, and computer skills training to communities that currently have no access to high-quality workforce training. In response to community needs, the CAT-AMDL program targets residents in Osceola and west downtown Orlando- two regions with high levels of poverty and unemployment, and limited options in education and workforce training. With robust industry partnerships, the project will lead to job creation across Central Florida and aggressively advance the economy in the regions characterized by residents with significantly low educational attainment, high unemployment, and low per capita income. As a part of the overall Centers for Accelerated Training, the project impact will create jobs within the tri-county region where the resident's Per Capita Personal Income is only 75.9% compared to the U.S. (Source: Distress Criteria Statistical Report, Economic Distress Criteria Elements Threshold Calculations; <http://www.statsamerica.org/distress/distress.aspx>).



Recent industry expansion within the Central Florida region has created a high-demand for a skilled workforce in advanced technologies including manufacturing and distribution logistics. As the tenth fastest growing county in the nation, Osceola County includes the cities of Kissimmee and St. Cloud as well as a variety of unincorporated areas, including Davenport, Celebration, Poinciana and Harmony. In alignment with the strategic plan of the Orlando Economic Partnership (a new organization formed from the merger of the Central Florida Partnership and the Orlando Economic Development Commission), the project team has developed workforce programs in response to the recent expansion of industries targeting the Central Florida region. The project leverages the strong partnership and recommendation of CareerSource Central Florida and the Orlando Economic Partnership. The project will support regional efforts and provide Central Florida with quality jobs, economic growth, broad-based prosperity and a sustainable quality of life by filling a supply gap in advanced technology occupations.

2. Additional Information:

- 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.

The CAT-AMDL curriculum is modeled after the successful workforce education programs offered at Valencia College's Advanced Manufacturing Training Center and is an expansion of the current distribution logistics and mechatronics program curriculum. In 2016, the advanced manufacturing programs offered at the College have seen a 90% completion and placement rate.

- B. Does the proposal align with Florida's Targeted Industries? (View Florida's [Targeted Industries here.](#))

Yes No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

Global Logistics, Simulation and Training, Machine Tooling, Advanced Manufacturing and Mechatronics



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 No

If yes, please indicate the occupation(s) with which the proposal aligns.

If no, with which occupation does the proposal align?

491011 First-Line Supervisor of Mechanics, Installers, and Repairers; 514041 Machinists; 131081 Logisticians; 172141 Mechanical Engineers; 511011 First-Line Supervisor of Production and Operating Workers; 172072 Electronics Engineers; 111021 General and Operations Managers The proposed project is strategically located in a region with high percentage of job vacancies in industry clusters with a significant projected job growth in manufacturing, distribution logistics, and information technology industries (Florida Department of Economic Opportunity Labor Market Information and EMSI). According to the EMSI “Job Posting Analytics Report for Mechatronics Opportunities” in the service area, the top 12 companies in the service area posted 2,607 job postings in mechatronics with 553 unique postings from June 2016-June 2017.

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.

The training will be offered in-person with simulation learning labs and technology-enhanced classrooms for computer-based training and hands-on learning at the Valencia College-Osceola Campus (VC-Osceola), one of the eleven Valencia College learning locations. The CAT-AMDL project will be strategically located in the heart of Osceola County and offered by rotation to the downtown Orlando learning location. The project will develop talent across a three-county region including Orange, Osceola and (Poinciana a census designated area split between Polk and Osceola counties) encompassing over 4,341 square miles with approximately 2.3 million residents



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

1000 enrolled and 900 completers over the next five years.

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

Begin Date: August 2018 End Date: On-going

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

Since the project is part of the College's strategic plan, the College has plans in place to sustain the building and offer on-going management for maintenance of the facility and equipment. Valencia has a long-standing history of sustaining the programs since grant work supports the core work of the College.

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.

Industrial Machinery Mechanics (49-9041); Machinists (51-4041); Logisticians (13-01981); Certified Logistics Associate: Transportation, Storage, and Distribution Managers (11-3071); Certified Logistics Technician: First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators.



I. Does this project have a local match amount?

Yes No

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

Valencia College has secured the contributions of \$3,000,000 in local funds to support the \$6,000,000 requested.

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

See Attachment A. Map of CAT ADML Project

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	<u>\$ 2,000,000</u>		
Personnel	<u>\$</u>		
Facilities	<u>\$ 7,000,000</u>		
Tuition	<u>\$</u>		
Training Materials	<u>\$</u>		
Other	<u>\$</u>	Please Specify:	<u> </u>
Total Project Costs	<u>\$ 9,000,000</u>		

B. Other Workforce Training Project Funding Sources:

City/County	<u>\$</u>		
Private Sources	<u>\$</u>		
Other (grants, etc.)	<u>\$ 3,000,000</u>	Please Specify:	<u>Valencia</u>
Total Other Funding	<u>\$</u>		

Total Amount Requested \$ 6,000,000

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.

See Attachment B. Budget Narrative.

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)?

Board Approval was obtained on April 26, 2017. Valencia College Board of Trustees will approve all grant projects at monthly board meetings.

- 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.

Monthly meetings starting Sept. 27th

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

Five days

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



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: Valencia College

Name and Title of Authorized Representative: Dr. Sanford Shugart , Valencia College, President

Representative Signature: See Attachment C.

Signature Date: 7/28/17