



## 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: Northwest Florida State College

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

Primary Contact Name: Sam Renfro

Title: Executive Director of Grant Development

Mailing Address: 100 College Blvd. E.

Niceville, FL 32578

Phone Number: 850-729-4944

Email: renfroes@nwfsc.edu

Secondary Contact Name: Cristie Kedroski

Title: Senior Vice President

Phone Number: 850-729-5357

### 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.**

Title: NWFSC Transit Technicians Driving Economic Development  
Please see attached narrative for detailed project description.

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

Please see attached narrative.

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

Please see attached narrative.

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

Please see attached narrative.

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

Please see attached narrative.

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

Yes       No

Please see attached narrative.

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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 see attached narrative.

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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.

Please see attached narrative.

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- B. Does the proposal align with Florida's Targeted Industries?  Yes  No  
([View Florida's Targeted Industries here.](#))

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

Please see attached narrative.

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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?  Yes  No  
([View Florida's Demand Occupations Lists here.](#))

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

Please see attached narrative.

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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 see attached narrative.

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

Please see attached narrative.

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

9/1/22 12/31/2025  
Begin Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Please see attached narrative.

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

Please see attached narrative.

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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 see attached narrative.

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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.)

Please see attached narrative.

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

Please see attached narrative.

**3. Program Budget**

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

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

**1.) Total Amount Requested**      \$ 2,851,602.00  
 Florida Job Growth Grant Fund

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

City/County	<u>\$ 0.00</u>
Private Sources	<u>\$ 0.00</u>
Other (grants, etc.)	<u>\$ 1,344,594.00</u>
<b>Total Other Funding</b>	<u><b>\$ 1,344,594.00</b></u>

College Match  
 Please Specify: \_\_\_\_\_

**B. Workforce Training Project Costs:**

Equipment	<u>\$ 1,329,380.00</u>
Personnel	<u>\$ 396,431.00</u>
Facilities	<u>\$ 990,000.00</u>
Tuition	<u>\$ 0.00</u>
Training Materials	<u>\$ 0.00</u>
Other	<u>\$ 0.00</u>
<b>Total Project Costs</b>	<u><b>\$ 4,196,196.00</b></u>

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 see attached narrative.

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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)?

Please see attached narrative. The President of the College has authority to execute the grant agreement.

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- 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 President of the College will notify the Northwest Florida State College Board of Trustees of the award at its next meeting.

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- 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.

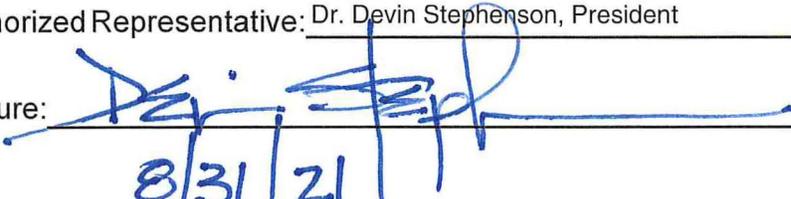
The President of the College has authority to "approve, execute, and administer contracts" under Florida Statutes section 1001.65. Please see attached narrative.

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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: Northwest Florida State College

Name and Title of Authorized Representative: Dr. Devin Stephenson, President

Representative Signature: 

Signature Date: 8/31/21



NORTHWEST FLORIDA  
STATE COLLEGE

**Florida Job Growth Grant  
Application Responses**

**1. Program Requirements**

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

Title: NWFSC Transit Technicians Driving Economic Development

When driving down any highway in America, one immediately notices the number of heavy trucks transporting goods, whether from farm field to processor to grocer, or from parts factory to assembly point to vendor. Among the most vital individuals in keeping these trucks and goods moving are the Transit Technicians, often referred to heavy truck and bus (diesel) mechanics.

Starting a new program for Transit Technician (diesel) fits the mission of Northwest Florida State College “to improve lives by providing a high-quality, globally competitive education.” Additionally, the program fits within the Logistics and Distribution sector, which Enterprise Florida placed on the targeted industry list. The local area has only one Transit Technician program within 150 miles of Northwest Florida State College (NWFSC). Data provided by EMSI Burning Glass and the Florida Department of Economic Opportunity (cited below) indicate the region has current and projected future demand for trained Transit Technicians. The Transit Technician (diesel) program supports a broad range of industries through transferable skills to include the Florida Department of Transportation, heavy duty truck, medium duty truck, transit and school bus, and construction equipment. Additionally, this program will fill a specialized need for diesel marine repair technicians as students will apply their general experiences to targeted marine applications.

This program will closely support the Commercial Driver’s License (CDL) program established at NWFSC in 2020 through grant funds provided by the Florida Governor’s Emergency Education Relief Fund (GEER). The Transit Technician program can complete servicing, light repair, and inspection of the CDL trucks. Both programs can jointly use the College driving pad, teaching aids, trucks, and trailers. A shared covered area would provide the needed shelter and protection from the elements while students are working on engines and allow the CDL testers to stay out of the full sun during the walk-around portion of the CDL test. Additionally, many companies require transit technicians to hold a valid CDL.

This program consists of three separate completion points that build on each other. The completion points (levels) are Transit Technician 1, T660100 620 hours; Transit Technician 2, T660200 620 hours; and Transit Technician 3, T660300 680 hours. Students will complete each level before moving to the next. Students may complete all three-completion points (levels) in

five semesters. While enrolled, students will complete CAPE-eligible certifications provided by Automotive Service Excellence (ASE) and a two-year work experience requirement. The time in school counts as half of the work experience and students that work while going to school can meet the work requirement upon graduation. While currently the certifications are only fundable at the Technical College postsecondary level, NWFSC will request a change such that CAPE funding may be available at the postsecondary level. The design of the program will allow students to complete level 1 in one term as full time students. Level 2 and 3 will be staggered and allow students to attend class 3 days a week and work in the field the additional days each week thus gaining valuable work experience along with building their work experience requirement for ASE.

The Transit Technician program shall be located adjacent to the driving pad on NWFSC's Niceville campus through the expansion of existing buildings. The current fire science building at the driving pad would be utilized for the program. A 1,920-square foot addition will satisfy additional needs for the program: a 48-foot by 40-foot enclosed bay with overhead doors and a covered overhang 20-foot by 40-foot on the front connection apron to the existing driving pad. The proposed enclosure includes lab and storage space that will not require air-conditioned space but will need air circulation. The existing fire science equipment will be moved to an enclosed space constructed from covering four racquetball courts.

The Transit Technician program aligns with a partnership with Cummins Corporation, the single largest engine manufacturer in the world producing on-road engines, power generation (generators), and marine engines. NWFSC has established a relationship with Cummins to be part of the company's Vo-Tech program. Students will receive a Cummins training account that will allow students to complete the online Cummins Virtual Training requirements for several different engine models. Additionally, the College will receive discounts and free access to the Cummins online catalog and computer scan tool (Insite).

Those completing the NWFSC Career Certificate Program training will also earn industry certificates listed in section 2.H recognizing their proficiency in various skills. More importantly, they will be prepared to maintain and repair heavy trucks, buses, construction equipment, and diesel-engine equipped boats, playing a significant role in keeping the region's economy driving forward.

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

As part of Florida's public system of 28 state and community colleges, Northwest Florida State College offers bachelor's degree programs, associate degrees, and certificates. The College strives to provide students with a balance of transfer preparation, technical training, workforce, and continuing education. In addition to five bachelor's degrees, 28 associate degrees, and more than 35 certificate and other programs, the College also provides non-credit continuing education, distance learning, dual enrollment for high school students, and customized training for business and industry.

The College's strategic plan focuses on student success, career pathways, innovative partnerships, community partnerships and building the capacity of the College to be the first choice in higher education for Northwest Florida. This project is directly aligned to the College's strategic plan and supports the expansion of Northwest Florida State College's programs to spur economic growth and increase the quality of life for individuals in the Panhandle. All proposed trainings, certifications, and courses offered through the initiative will take place at Northwest Florida State College campuses. The College has a fully operational, onsite CDL training and testing center, which will be utilized to support and enhance instruction in the new program.

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

Commercial diesel vehicles carry nearly 70 percent of all freight shipped in the United States, according to the Bureau of Transportation Statistics.<sup>1</sup> There are more than 1.2 million trucking companies in the United States. Transit Technicians are also employed by truck dealerships, school districts, large retailers, beverage distributors, waste haulers, utility companies, and manufacturing companies.

Transit Technicians inspect, repair, or overhaul buses and trucks, maintain or repair diesel engines, and complete major engine overhauls. They may work on electrical systems or retrofit engines with emission control systems to comply with pollution regulations. Diesel engines can be found in buses, trucks, heavy vehicles and mobile equipment like bulldozers and cranes, as well as many commercial boats, cars, and pickup trucks.

The number of diesel-powered passenger vehicles has been steadily increasing. The fuel economy and durability of diesel engines have made them popular among many vehicle owners, especially due to the greater power a diesel engine can offer for larger vehicles such as motor homes or large passenger vehicles. This trend has also been driven by the growing number of gas stations that now offer diesel fuel for their patrons.

The National Institute for Automotive Service Excellence is the standard credential for diesel and other automotive service technicians and mechanics. The certification demonstrates the technician's competence and experience to potential employers and usually commands a higher salary. Those completing the NWFSC program will gain ASE certifications listed in section 2.H. Many Transit Technicians are required to have a commercial driver's license (CDL) so they are able to test drive large trucks and buses. NWFSC offers the CDL course and test on its Niceville campus.

EMSI Burning Glass projects 18% job growth for Transit Technicians over the next five years for Okaloosa and Walton counties, NWFSC's immediate service area. This growth rate is more than twice the considerable 8.6% national growth rate and Florida's 7.9% projected growth rate for these skilled technicians for the same period. Among those employed in this field in the two counties, 14% are nearing retirement age, which will add to the demand for these trained technicians. Of the 231 current Transit Technicians in the two counties, 34 will be retiring soon, according to EMSI. In the past 18 months, there have been 271 unique job postings by 70 different employers seeking these talented and trained technicians. The occupation is listed by

Florida's Department of Economic Opportunity on Florida's Statewide Demand Occupations List with a mean average hourly wage of \$25.12, for an annual salary of \$52,250.

Heavy equipment mechanics in our two-county service region average \$61,133 in annual salary, which exceeds the national average of \$53,377. Of the 147 currently employed in this field locally, 24 are approaching retirement age, which adds to the projected 8% growth over the next 5 years. Another 39 individuals make their living as farm equipment mechanics in our region.

Due to our location along the Emerald Coast of the Gulf of Mexico, our region is viewed as a "hot spot" for Motorboat Mechanics and Service Technicians, according to EMSI Burning Glass, with 136 current jobs in this field. Of those employed in this field, 22% are nearing retirement age.

Our region is also a "hot spot" for Outdoor Power Equipment and Small Engine Mechanics, with 104 jobs in the two counties. Of this number, 26 are nearing retirement age, according to EMSI.

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

Classes will be open enrollment, meaning anyone can register for the limited enrollment courses, which will be filled on a first-come, first-served basis employing a waiting list if necessary.

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

The program will be designed to meet criteria established by the Florida Department of Education for State Colleges and adhere to standards established by NWFSC's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges. The Transit Technician program is included in the 2021-22 Florida Department of Education Career and Technical Education (CTE) Curriculum Frameworks. Each program in the curriculum frameworks is aligned to a career cluster; in this case, the Transit Technician curriculum is aligned with the Transportation, Distribution and Logistics Career Cluster. With partners from education, business and industry, and trade associations, the Curriculum Frameworks include program standards that are both academically integrated and responsive to business and industry. The Transit Technician 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, or higher credentials, and careers in the Transportation, Distribution and Logistics Career Cluster

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

All efforts will be made to recruit and enroll participants who are unemployed or underemployed, working with the local CareerSource Okaloosa-Walton officials to publicize this opportunity to those populations. The NWFSC Executive Director of Workforce Development and the Director of Business and Industry Training Programs will maintain regular contact with

CareerSource representatives to ensure information about the program is provided to unemployed and underemployed individuals. Once in operation, the training facilities will be available for tours by prospective students, working with the NWFSC Student Navigators and the program staff to schedule suitable times for the prospects and the current students. Information about the program will be available on the NWFSC website and social media pages, with links provided for those interested to register or request additional information

**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.**

With more than 50 years providing workforce development to Panhandle residents, Northwest Florida State College is uniquely positioned to play an integral role in the Northwest Florida Forward regional transformation strategy, spurring economic growth, diversity, and resiliency. The College's primary service district includes Okaloosa and Walton Counties, where it operates seven campuses and centers. In addition to the flagship Niceville Campus, the College operates a campus in Fort Walton Beach, and five centers: the Chautauqua Center in DeFuniak Springs, the Robert L.F. Sikes Education Center in Crestview, the Aviation Center of Excellence at Bob Sikes Airport in Crestview, the South Walton Center in Santa Rosa Beach, and at Hurlburt Field on Eglin Air Force Base.

Northwest Florida's economy is predominately concentrated in tourism and military. While these sectors are tremendous assets to the area, the region is vulnerable to economic shocks from natural disasters and reduction in military spending. Economic diversification strategies are imperative for economic growth and resiliency, and a skilled workforce presents a significant asset to diversification. The Northwest Florida Forward, Florida Chamber of Commerce Foundation's Florida Jobs 2030, and West Florida Regional Planning Council's Comprehensive Economic Development Strategy (CEDS) 2018 reports all cite talent as the key driver for economic diversity. For example, the first strategy in the CEDS is "Talent Supply and Education: Create a regional workforce training and development initiative designed to meet the needs of large employers relocating or expanding in West Florida."<sup>ii</sup> A skilled workforce attracts new businesses and creates increased productivity and efficiencies that enable existing businesses to expand. Without the training infrastructure to develop a skilled workforce across multiple industries, the capacity of the region to diversify its economy is reduced.

Okaloosa and Walton Counties comprise Florida Workforce Region 2 under the CareerSource Workforce Development Board. Between 2005 and 2015, the Okaloosa and Walton Counties population grew by an estimated 12.3%. Walton County saw the greatest population growth between 2010-2015 (15.38% compared to 6.5% for the region and 7.8% for the State) and is forecasted to grow by 21% between 2015-2025.<sup>iii</sup> In addition to population growth, both Okaloosa and Walton Counties also experienced a high skilled labor shortage (job demand exceeds supply by at least 2.5% and up to 10%). All employment in Region 2 is projected to grow 1.2% over the next ten years, with occupations typically needing a 2-year degree or

certificate forecasted to grow at a faster rate than those requiring a bachelor’s degree (1.4% vs 1.2% per year respectively).<sup>iv</sup> The average worker in Region 2 earned annual wages of \$42,450 in 2019 compared to \$53,246 for the nation.<sup>v</sup> The combination of growing population (more workers in the labor pool) and growth in middle and high skilled jobs provide the region with a ripe opportunity to increase wages and diversified economic growth through education and workforce training.

The Transit Technician program will initially enroll a cohort of 20 students in level 1, with students completing in one term. An additional level 1 cohort will start in the second term. In year 2, it will expand to have a level 2 cohort finishing in two terms. An additional level 3 cohort will start and finish in two terms. Students will be able to finish all three levels in just five terms of school while being able to work during level two and three. There will be multiple entry points, to mitigate the possibility of students who do not complete.

**Table 1: 340 Projected Completers over the Next Seven Years**

	2022-23	2023-24	2024-25	2025-26	2026-27	207-28	2028-29
Level 1	Start fall 2022	30	30	30	30	30	30
Level 2	Start summer 2023	15	15	15	15	15	15
Level 3	Start spring 2024		11	11	11	11	11
Completers	15	45	56	56	56	56	56

This program consists of three separate completion points that build on each other. The completion points (levels) are Transit Technician 1, T660100 620 hours; Transit Technician 2, T660200 620 hours; and Transit Technician 3, T660300 680 hours. Students will complete each level before moving to the next level. Students may complete all three-completion points (levels) in five semesters.

Those completing the NWFSC Career Certificate Program training will earn CAPE certifications and certificates recognizing their proficiency as well as industry certificates, to include: ASE - Diesel Engines (T2), ASE - Drive Train (T3), ASE - Brakes (T4), ASE - Suspension and Steering (T5), ASE - Electrical/Electronic Systems (T6), ASE - Heating, Ventilation, and A/C (HVAC) (T7), and ASE - Preventive Maintenance Inspection (PMI) (T8).

Based on the \$52,250 projected average annual salary of the 340 Transit Technicians who complete the program over seven years, the completers would earn, on average, a total of \$17,765,000 per year. A Transit Technician making the average annual salary would earn conservatively \$1.6 million over a 30-year career.

According to the Economic Policy Institute analysis of Bureau of Labor Statistics Current Employment Statistics,<sup>vi</sup> every 100 jobs in the truck transportation industry, provides another

191 indirect jobs, including jobs supported by the re-spending of income from direct jobs and supplier jobs, as well as public-sector jobs supported by tax revenue, resulting in multiplier effect of 1.91.

Using the U.S. Census Bureau's 2019 per capita income for Okaloosa County of \$33,019 as a guide, the 340 projected completers working in the transportation industry multiplied by the 1.91 multiplier effect would annually provide another \$21,442,539 for others in the community. This figure is a conservative estimate of the economic impact of this career field, considering the vital role Transit Technicians play in keeping America's trucking fleet rolling and that 70% of goods are delivered by trucks.

Using the combined salaries for participants gaining employment in the field and those impacted by them would result in more than \$39 million in economic impact after seven years. This return on investment is nearly \$14 for every \$1 of tax dollars allocated to this grant request.

## **2. Additional Information**

### **A. If an expansion of an existing training program, provide an explanation for how the funds from the grant will be used to enhance the existing program.**

The Transit Technician Program will be a new program to NWFSC, complementing the Commercial Driving License (CDL) program. The new program allows for shared facilities between the two programs. Despite space limitations in existing facilities, NWFSC can institute this program through the expansion of existing buildings. The fire science building at the driving pad can be utilized for the diesel program. A 1,920-square foot addition satisfies additional needs for the program along with serving a need for the CDL program. The addition is a 48 feet by 40 feet enclosed bay with overhead doors and a covered overhang 20 feet by 40 feet on the front connection apron to the existing driving pad.

Currently, the College provides workforce development trainings to more than 2,000 individuals annually in Industrial Engineering Technology, Welding, Precision Machining, Microsoft Systems, and Leadership Development among many others. Establishing the Transit Technician Program provides students with an additional, high-quality program that leads to immediate employment with family-sustainable wages.

### **B. Does the proposal align with Florida's Targeted Industries?**

Yes, the proposal aligns with Enterprise Florida's targeted Logistics and Distribution industry.<sup>vii</sup> According to Enterprise Florida, the state's transportation and logistics industry employs more than a half million talented individuals working for more than 71,600 companies.

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

Yes, the occupation is listed by Florida's Department of Economic Opportunity on Florida's Statewide and Regional Demand Occupations List with a projected statewide annual growth rate of 1.53% and a mean average hourly wage of \$25.12, for an annual salary of \$52,250.

**D. Indicate how the training will be delivered. If in-person, identify the location(s) where the training will be available. If computer-based, identify the targeted location(s) where the training will be available.**

Training will be provided in-person at NWFSC's Niceville campus.

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

Initially, the College will admit one cohort of 20 students for the program's first offering. Upon completion of the first cohort, the program will expand to admit multiple cohorts of 20 students each. Multiple start dates to enroll new students will minimize the impact of attrition from other cohorts. Similar cohort-based clock hour programs at NWFSC see about 70% completion. At 1,920 hours, this program is longer than some others, the program offers multiple completion points. After the first semester, students have skills required to allow them to begin entry-level mechanic helper positions, so many students may choose to begin working at this point. As noted in the table above, employing multiple cohorts with multiple entry points the project will produce **340 Projected Completers over the Next Seven Years.**

**F. Indicate the length of program, include the anticipated beginning and ending dates.**

The program is five semesters in length, for a total of 1,920 clock hours. Due to the required purchase of equipment and building modifications, the program is anticipated to begin in Summer 2022, with the first cohort completing the first of three completion points in May 2023. Once operational, the program would incorporate multiple cohorts with completion dates five semesters after start.

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

The program is designed to be self-sustaining through the tuition and fees. The expenses included in the grant proposal are designed to support implementation and sustain growth through the grant period. The grant funded period provides the College with an opportunity to establish the program as a recognized, trusted training program for Transit Technicians within the community and among businesses. The College will establish a record of successful outcomes from the training cohorts that can be marketed throughout the community to ensure self-sustaining tuition. Those individuals already working as Transit Technicians wishing to add specialized industry-recognized certifications required to gain additional knowledge, skills, and pay in their positions will also enhance the pool of program participants. Because of the length of the program, students will be eligible for federal financial aid. As the College applies for and receives up to \$1,000 in CAPE funds for each certification students achieve, this will enhance its ability to sustain and build the program, and replace tools and equipment as needed. The program would also be eligible for Perkins funds which could be used to replace equipment and assist with materials and faculty expenses. NWFSC would also work with Okaloosa Technical College and its new adult education program to concurrently and contextually enroll adult learners in the program.

**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.**

In addition to gaining the NWFSC College Career Program certificate, participants will earn industry-recognized certificates. Several certifications are on the post-secondary CAPE funding list. The list consists of:

- NIASE020 ASE - Diesel Engines (T2)
- NIASE021 ASE - Drive Train (T3)
- NIASE016 ASE - Brakes (T4)
- NIASE033 ASE - Suspension and Steering (T5)
- NIASE023 ASE - Electrical/Electronic Systems (T6)
- NIASE026 ASE - Heating, Ventilation, and A/C (HVAC) (T7)
- NIASE031 ASE - Preventive Maintenance Inspection (PMI) (T8)

**Table 2: Projected ASE Certification Attainment for Transit Technicians**

	ASE - Diesel Engines (T2)	ASE - Drive Train (T3)	ASE - Brakes (T4)	ASE - Suspension and Steering (T5)	ASE - Electrical/Electronic Systems (T6)	ASE - Heating, Ventilation, and A/C (HVAC) (T7)	ASE - Preventive Maintenance Inspection (PMI) (T8)	Annual Total
22-23							7	7
23-24			7	7			15	29
24-25	7	7	7	15	7	7	15	65
25-26	7	7	7	15	7	7	15	65
26-27	7	7	7	15	7	7	15	65
27-28	7	7	7	15	7	7	15	65
28-29	7	7	7	15	7	7	15	65
	35	35	42	82	35	35	97	361

Assumes a 50% pass rate from completers of the program with the achievement of the work experience. T8 requires 1 year of work experience; all others require 2 years of work experience.

Projected numbers for those completing the three program levels -- Transit Technician 1 CIP Code 0647061307, Transit Technician 2 CIP Code 0647061308, and Transit Technician 3 CIP Code 0647061309 and obtaining the College Credit Certificate are listed Table 1 in section 1.G.

As an additional benefit of the program for Panhandle residents, Marine Engine Repair certificates on the CAPE Postsecondary List students may attain include:

- YAMAH001 Yamaha Marine Maintenance Certificate: Inline Yamaha
- YAMAH002 Yamaha Marine Maintenance Certificate: Mid-Range Yamaha
- YAMAH003 Yamaha Marine Maintenance Certificate: Portable Yamaha
- YAMAH004 Yamaha Marine Maintenance Certificate: V-Engine Yamaha

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

Yes. Building 710, a 6,200-square foot building, would cost \$393 per square foot to build new, providing a new construction cost of \$2,436,600. As an existing structure, we would depreciate this by half to give a value of \$1,218,300. Adding annual Maintenance and Operations Cost at \$6.79 per square foot for the existing building provides \$42,098 per year, totaling \$126,294 over three years. **Total match** would be **\$1,344,594**. This is **32%** of the total project cost of **\$4,196,196**.

**J. Additional information or attachments.**

Among those individuals who would be prime candidates for this workforce training are veterans. Workforce Development Region 2 (which includes Okaloosa and Walton Counties) is home to a significant number of veterans (16.9% of the population are veterans ages 18-64 compared to 6.1% in Florida and 5.5% across the U.S.). Each year, more than 3,000 men and women separate from the military and stay in the area, and an estimated 74% of the region's military retirees are employed in second careers.<sup>viii</sup> The College's student body is diverse including high school graduates going directly to college, active duty military, separating veterans reorienting to civilian life, and people who are changing careers or returning to the workforce. Annual enrollment is 7,728 of which 7,422 students are pursuing college credit and 306 are earning non-college credits. The College has the highest percentage of students (11%) receiving post 9/11 GI Bill benefits as compared to the Florida College System average (3%).

Retired and separating military personnel are a potential built-in, ready workforce, due to the number of military installations located in the region. However, a survey administered by Okaloosa-Walton CareerSource from 2011-2016 for personnel separating from the military revealed that 25% of respondents were leaving the region due to lack of job opportunities. The College provides support services specific to students who are veterans and military connected, including services offered through the Veterans Success Center.

**3. Program Budget**  
**C. Detailed Budget Narrative**

**Faculty**

Salaries for three years for faculty for Transit Technician Program include 1 FTE beginning in Summer 2022, with another 1 FTE to begin in January 2023, would be \$294,177.

Fringe benefits for the same faculty for the same period would be \$102,254. Salaries and fringe benefits would total \$396,431.

**Equipment**

Multiple pieces of equipment will be required including hand tools, special tools, shop equipment, diagnostic tools, teaching aids, teardown engines and transmissions, running engines, and multiple trucks and trailers to perform service. List available upon request.

**Total equipment needs total \$1,329,380.**

**Construction/Remodel**

Space needs for the program based on SREF standards are listed below.

<b>Code</b>	<b>Space</b>	<b>Sq. Ft.</b>	<b>Number of students</b>	<b>Total Square Feet Required</b>
1.26.00	Lab Area	178	20	3560
A-7	Classroom	550		550
C-7	Cleaning	400		400
G-3	Injector	190		190
P-2	Flammable Storage	200		200
Q-5	Storage Material	650		650
S-6	Tool Storage	275		275
T-8	Overhead Systems	800		800
				<b>6625</b>

Instituting this program can be accomplished through the creative use of existing buildings. The fire science building at the driving pad on the northwest side of the Niceville campus will be utilized for the Transit Technician program. A 1,920-square foot addition will satisfy additional needs for the program along with serving a need for the CDL program. The addition will be a 48 feet by 40 feet enclosed bay with overhead doors and a covered overhang 20 feet by 40 feet on the front connection apron to the existing driving pad. The enclosure will be lab and storage space that will not require conditioned space but will need air circulation.

The enclosed space of 1,920 feet at \$350 per square foot would cost \$672,000. The covered overhang of 800 feet at \$100 per square foot would cost \$80,000. The concrete apron of 2,000 feet at \$75 per square foot would cost \$150,000. New build estimated costs total \$902,000.

### **Relocation of existing fire classroom and equipment.**

The relocation of the fire science program would include enclosing four of the six existing outdoor racquetball court bays located behind Building 510. Three walls exist, but the roof and front wall with overhead doors need to be built out. Lighting for the space and connection between the courts and the existing parking lot will be required. The cost is estimated at \$22,000 per court.

Build-out construction totals \$88,000.

**Total construction costs \$990,000.**

### **Total expected cost for program development**

Total personnel costs \$396,431.

Total equipment needs \$1,329,380.

Total construction costs \$990,000.

Indirect Cost at 5% totals \$135,791

**Total project cost \$2,851,602.**

### **Matching Funds**

Facilities, Operations and Maintenance expenses over 3 years total **\$1,344,594.**

## **4. Approvals and Authority**

Florida Statutes Section 1001.65 defines powers and duties given to Florida College System presidents stating, “The president is the chief executive officer of the Florida College System institution, shall be corporate secretary of the Florida College System institution board of trustees, and is responsible for the operation and administration of the Florida College System institution.” As provided in subsection (5), each Florida College System president shall, “Approve, execute, and administer contracts for and on behalf of the Florida College System institution board of trustees for licenses; the acquisition or provision of commodities, goods, equipment, and services; leases of real and personal property; and planning and construction to be rendered to or by the Florida College System institution, provided such contracts are within law and guidelines of the State Board of Education and in conformance with policies of the Florida College System institution board of trustees, and are for the implementation of approved programs of the Florida College System institution.”

## REFERENCES

- <sup>i</sup> Bureau of Transportation Statistics, retrieved from <https://data.bts.gov/stories/s/Moving-Goods-in-the-United-States/bcyt-rqmu>
- <sup>ii</sup> West Florida Regional Planning Council. Comprehensive Economic Development Strategy 2018-2022 retrieved from <http://www.wfrpc.org/wp-content/uploads/2018/01/DRAFT-FINAL-CEDS.pdf>.
- <sup>iii</sup> CareerSource Okaloosa Walton Economic Overview Region 2. Retrieved from <http://www.chmuraecon.com>
- <sup>iv</sup> Ibid.
- <sup>v</sup> Ibid.
- <sup>vi</sup> Bivens, J. (2019), Updated employment multipliers for the U.S. economy, Economic Policy Institute, Washington, D.C., downloaded from <https://www.epi.org/publication/updated-employment-multipliers-for-the-u-s-economy/>
- <sup>vii</sup> Enterprise Florida, retrieved from <https://www.enterpriseflorida.com/industries/>
- <sup>viii</sup> CareerSource Okaloosa Walton Economic Overview Region 2. Retrieved from <http://www.chmuraecon.com>



Okaloosa Gas District

## Okaloosa Gas District

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August 24, 2021

Dr. Devin Stephenson  
President  
Northwest Florida State College  
100 College Blvd. E.  
Niceville, FL 32578

Dear Dr. Stephenson:

I am writing to express the support of Okaloosa Gas District for the Northwest Florida State College proposal to the Florida Job Growth Grant Fund of the Florida Department of Economic Opportunity.

As the project is dedicated to producing skilled individuals in the field of Diesel Mechanics, it will help to address a crucial need in industries throughout Northwest Florida.

Okaloosa Gas District has a 60-plus-year stake in the success in the industries that empower this community. We have enjoyed on a long-standing relationship with the college, and the District has benefited from many of the programs the college has had to offer.

We look forward to witnessing the success of this project as part of the workforce curriculum offerings at Northwest Florida State College.

Sincerely,

Adam Ziglar  
Workforce Development Coordinator

Aug. 16, 2021

Dr. Devin Stephenson  
President  
Northwest Florida State College  
100 College Blvd. E.  
Niceville, FL 32578

Dear Dr. Stephenson:

I am writing to express the support of the Florida Department of Transportation for the Northwest Florida State College proposal to the Florida Job Growth Grant Fund of the Florida Department of Economic Opportunity.

As the project is dedicated to producing skilled individuals in the field of Transportation and Logistics, it will help to address a crucial need in our industry.

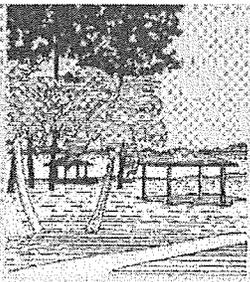
As the Dept. of Transportation District 3 has shops in Midway, Marianna, Chipley, Panama City, Ponce De Leon and Milton, we are always looking for trained technicians to fill our vacant positions.

As a part of the project, we will consult with the College on knowledge, skills and abilities desired in our employees and assist the College in preparing curricula. We will also consider program completers for hiring when those individuals meet criteria of openings in our company.

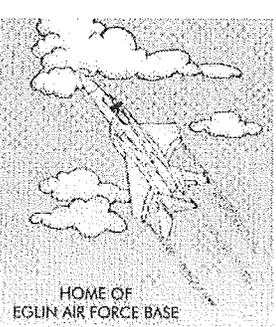
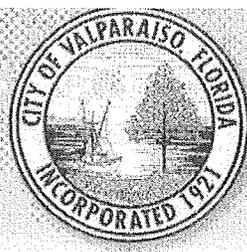
We look forward to working with Northwest Florida State College on this project.

Sincerely,

Eddie Johns  
FDOT District 3 Fleet Manager



FRESH AND SALTWATER SPORTS  
ON CHOCTAWHATCHEE BAY



HOME OF  
EGLIN AIR FORCE BASE

**CITY OF VALPARAISO**  
465 VALPARAISO PARKWAY • (850) 729-5402  
VALPARAISO, FLORIDA 32580

Aug. 30, 2021

Dr. Devin Stephenson  
President  
Northwest Florida State College  
100 College Blvd. E.  
Niceville, FL 32578

Dear Dr. Stephenson:

I am writing to express the support of City of Valparaiso for the Northwest Florida State College proposal to the Florida Job Growth Grant Fund of the Florida Department of Economic Opportunity.

As the project is dedicated to producing skilled individuals in the field of Transportation and Logistics, it will help to address a crucial need in our industry.

As a part of the project, we will consult with the College on knowledge, skills and abilities desired in our employees and assist the College in preparing curricula. We will also consider program completers for hiring when those individuals meet criteria of openings in our company.

We look forward to working with Northwest Florida State College on this project.

Sincerely,

Nathan Kelley  
Public Works Director

Fenders Collision USA  
700 Edge Street  
Fort Walton Beach, FL 32547  
850-226-8880 *office*  
850-226-8540 *fax*  
reception@fenderscollisionusa.com



Aug. 16, 2021

Dr. Devin Stephenson  
President  
Northwest Florida State College  
100 College Blvd. E.  
Niceville, FL 32578

Dear Dr. Stephenson:

I am writing to express the support of Fenders Collision USA for the Northwest Florida State College proposal to the Florida Job Growth Grant Fund of the Florida Department of Economic Opportunity.

As the project is dedicated to producing skilled individuals in the field of Transportation and Logistics, it will help to address a crucial need in our industry.

Fenders Collision USA is a local auto repair shop that prides ours work on quality and community. We've built our premier auto body shop doing paint and bodywork with years of experience on repair and the insurance claims process, only to become leading advocates for our customers' rights.

As a part of the project, we will consult with the NWFSC on knowledge, skills and abilities desired in our employees and assist the College in preparing curricula. We will also consider program completers for hiring when those individuals meet criteria of openings in our company.

We look forward to working with Northwest Florida State College on this project.

Sincerely,

A handwritten signature in blue ink that reads "L. Roberts". The signature is written in a cursive style with a large, looped initial "L".

Name of Company Representative Title



Charlin Knight  
Director of Workforce Education  
6032 Highway 90 • Milton, Florida 32570  
Phone • 850.983.5058  
Fax • 850.983.5067  
E-mail • knightc@mail.santarosa.k12.fl.us

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August 31, 2021

Dr. Devin Stephenson, President  
Northwest Florida State College  
100 College Boulevard East  
Niceville, FL 32578

Dear Dr. Stephenson:

I am writing to express the support of Santa Rosa District Schools for the Northwest Florida State College proposal to the Florida Job Growth Grant Fund of the Florida Department of Economic Opportunity.

A project like this which is focused on producing skilled individuals in the field of Transportation and Logistics, will help address a crucial need of regional industry across northwest Florida.

Santa Rosa County School District values our relationship with NWFSC . We have a long-standing relationship with the college, collaborating on various projects with them and other stakeholders in our region from economic development entities to business and industry as we all strive to remain in touch with the needs in regard to high-skill, high-wage, in-demand occupations. We consider it our responsibility to ensure these needs and any changes occurring regionally are reflected in our current and future CTE offerings. This partnership with NWFSC will only solidify this work.

We are excited to partner with Northwest Florida State College on this project.

Sincerely,

*Charlin Knight*

Charlin Knight  
Director of Workforce Education