



## 2018-2019 Florida Job Growth Grant Fund Workforce Training Grant Proposal

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

### Entity Information

Name of Entity: Chipola College

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

Primary Contact Name: Sarah Clemmons

Title: President

Mailing Address: 3094 Indian Circle

Marianna, FL 32446

Phone Number: 850.718.2288

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Secondary Contact Name: Darwin Gilmore

Title: Dean, Workforce & Economic Development

Phone Number: 850.718.2270

### Workforce Training Grant Eligibility

Pursuant to 228.101, 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.

Career Pathways STEM Hub - See attached

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

Chipola College programs of study follow the FL DOE approved curriculum frameworks for state and technical colleges. Most courses and programs of study articulate to other state and tech colleges.

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

The STEM Hub courses of study provide problem-solving skill building, strengthen math and communication skills, and provides college or industry certifications verifying ability. See attached.

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

All Chipola College programs of study are open to all qualified individuals who complete the application process.

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

Chipola College programs of study follow the FL DOE approved curriculum guidelines for state and technical colleges, and ensures students attain the curriculum frameworks competencies.

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

Yes       No

Chipola College is an open campus institution available to all individuals who are qualified and complete the application process.

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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.

The Career Pathways STEM Hub will increase the number of program completers with the skills that meet industry needs and will strengthen the pipeline of students from high school into postsecondary career training. The project supports local, regional, and state economic development efforts by ensuring a ready and trained workforce. See attached.

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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.

See attached.

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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?

Infotech Electronics, Homeland Security/Defense Transportation, Financial/Professional Services Professional Services, and other Manufacturing

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

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

See attached.

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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  
where the training will be available.

In person: Training will be delivered on Chipola's campus, be classroom-based, and the mobile STEM  
Hub lab will be hosted at partner locations. See attached.

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

See attached.

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

Begin Date: Aug 2019

End Date: June 2029

STEM Hub programs vary in length, from as short as 120 clock hours to 1800 clock hours, and from 11  
credit hours to 60 credit hours. These programs can be one semester up to 4 semesters F/T enrolled.

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

Sustainability will be created through 10 years of development, delivery, and on-going recruitment of  
high school and adult students. Flexibility of certificate and industry credentials in the core STEM Hub  
will be a key to meeting business' needs and students' choices. See attached.

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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  
completer in each code, corresponding with Section E.

See attached.

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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).

Rex Lumber LLC, \$80,000 scholarship funds for tuition and books.  
Carl D Perkins funds.

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

### 3. Program Budget

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

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

1.) **Total Amount Requested**      \$ 1,711,712  
 Florida Job Growth Grant Fund

2.) **Other Workforce Training Project Funding Sources:**

City/County	<u>\$ 0</u>
Private Sources	<u>\$ 80,000</u>
Other (grants, etc.)	<u>\$ 55,000</u>
<b>Total Other Funding</b>	<u>\$ 135,000</u>

Please Specify: Perkins/wkfc

3.) **Workforce Training Project Costs:**

Equipment	<u>\$ 899,107</u>
Personnel	<u>\$ 351,401</u>
Facilities	<u>\$ 8,000</u>
Tuition	<u>\$ 89,220</u>
Training Materials	<u>\$ 107,375</u>
Other	<u>\$ 240,948</u>
<b>Total Project Costs</b>	<u>\$ 1,696,051</u>

Please Specify: see attached

**Note:** The total amount of the project should equal the total amount requested plus the total other funding.

- 4.) 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.

General Information:

Equipment quoted, bid, and purchased within 12 months of contract approval. (Mobile training renovation and LEA partner equipment)

Software development contracted, developed, beta-tested and delivered for use within 12 months of contract approval (additional certificate embedded in existing program)

Timeline and Budget details attached.

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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)?

President and College Board of Trustees to approve contract at monthly board meeting.

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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.

I. Third Tuesday of each month.

II. Yes, Chipola College is willing to hold a special meeting with 7 days notice according to 120.525F.S.

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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.

Certain powers and duties of the president are listed in sections 1001.61(5) FS; 1001.65 FS; and 6A-140261 FAC, and confirmation of such actions by Chipola College Policy and Procedures, duties and responsibilities of the president 1.020.

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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: Chipola College

Name and Title of Authorized Representative: Sarah Clemmons, President

Representative Signature: *Sarah Clemmons* 

Signature Date: 10/29/18

## 1. Program Requirements

### A. Title and description of training

The title of Chipola College's grant proposal is Career Pathways STEM Hub, which includes three components: (1) retrofitting a mobile training unit to include welding, automotive technology, engineering technology, and civil engineering technology training stations; (2) increasing enrollment through the number of occupational completion points, certificates, and industry certifications available to Chipola students by equipping Chipola's STEM program classrooms and laboratories; and, (3) upgrading training equipment necessary to train first responders in the college's new Firefighter/Emergency Medical Technician Combined program.

- (1) The Career Pathways STEM Hub will utilize a mobile training unit and brick and mortar classrooms; education and simulation software in the mobile training unit will provide a means to:
  - Provide career exploration and recruit new students;
  - Introduce students to various tradecraft programs as part of advising;
  - Provide a means to engage students on and off campus;
  - Provide the region's employers with an outreach tool,
  - Utilize the mobile unit as a short term classroom; and,
  - Include employer material, such as information on available jobs, postsecondary training needs, human resource practices and applications as appropriate. The employer information, can introduce high school students, unemployed, underemployed, and career changers – including veterans – to existing and potential employment opportunities available in the region and state.
- (2) Increase enrollment in programs through the number of occupational completion points, college credit certificates, and industry certifications available:
  - Add a parts services advisor OCP to the Automotive Technology program;
  - Add surveyor assistant college credit certificate to the Civil Engineering Technology program;
  - Emphasize the Automation, Engineering Tech Support, Mechatronics, and Pneumatics/Hydraulics & Motors industry certifications from NCCER and college credit certificates in the Engineering Technology program;
  - Emphasize the NCCER and OCP steps available to the Welding Program students.
- (3) Implement the Firefighting and Emergency Medical Technical programs as one combined program:
  - Hire a faculty member for the firefighting curriculum;
  - Purchase the necessary simulation equipment for classroom lab training;
  - Promote the program change with the college's regional EMS and Fire Response agencies, CareerSource Chipola, and college advisors.

**Most training can be completed in one year or less, with an Associate in Science degree usually requiring two years to complete.**

**Courses and practical application hours will be taught in a variety of media – face-to-face, computer / distance learning, simulation lab experiences, field trips, workshops, and guest lecturers.**

All programs will provide an opportunity for students to test and earn industry-created or industry-recognized credentials, in addition to earning a college certificate, occupational completion point, or degree. The program related industry certifications include ASE NATEF (National Automotive Technician Education Foundation), MSSC (Manufacturing Skill Standards Council), and NCCER (National Center for Construction Education and Research) and license to work as an EMT or Paramedic. Skill sets students learn also support working in jobs and careers outside those identified.



The Career Pathways STEM Hub is designed to grow enrollment and strengthen postsecondary training at Chipola College and support the *Florida Strategic Plan for Economic Development* to O1 Educate, attract and retain top talent, P1 Talent Supply and Education.

### Institution

For the second year in a row Chipola College has earned “GOLD” recognition as a top-performing Florida State College

(<http://www.chipola.edu/PublicRelations/students/events/awards/board/16aug18/2018/08/16/Gold-Release.html>). Years 2017 and 2018 showed strong performance in retention, graduation rate, job placement and entry-level wages after graduation. Building on this success as an education leader, the Career Pathways STEM Hub will be a means to recruit and increase enrollment in the STEM workforce programs at Chipola College.

### Need

Chipola College serves a region with many barriers to success, but the college’s GOLD designation indicates the ability to be flexible and overcome obstacles.

1. During development of this proposal, Chipola College and the panhandle of Florida were hit by **Hurricane Michael**. Michael roared through Jackson County and the college campus, destroying much and hindering expansion efforts. The need is dire; students are highly susceptible to dropping out of their programs should they feel Chipola cannot provide adequate instruction and training in a timely manner. Many residents have lost jobs and will look to the College for retraining in order to find a new position.
2. All five counties of the Chipola district are designated **Rural Areas of Opportunity (RAO)**, <http://www.floridajobs.org/community-planning-and-development/rural-community-programs/rural-areas-of-opportunity>). There are no beaches located in our five county district. Economic and community development in the panhandle region of Florida is dependent on having skilled labor. The majority of employment requires some level of postsecondary training. Much of the employment is comprised of industries that require trained adult workers, not high school or unskilled labor. Examples of demand include: construction trades (residential and commercial), light manufacturing, logistics and transportation, and marine manufacturing and tooling. The mobile training unit of the Career Pathways STEM Hub project can help by providing community members looking for work or training options.
3. The College’s region will not benefit from TRIUMPH funds. The region is land-locked and not recognized as having suffering economic impacts from the BP Gulf spill. Further, as an RAO, the struggle to gain interest from potential employers continues. Seen as region suffering “brain drain,” convincing potential employers to establish a business in the region requires strong partnerships at the local level, flexibility of training delivery, and a potential future outlook of a population who desires to remain in a rural community, but has the talent and skills to become employed in a high skill / high wage technical position.
4. Lower levels of educational attainment are prevalent in the five county region. Twenty-two percent of district residents age 25 and older have not completed a high school education. Postsecondary educational attainment by district residents age 25 and older is low, as evidenced by the following:

Educational Attainment for the Region for the Population 25 years and older		
District Population	82,740	Percentage of District Population
Some K-12 education, no completion of high school diploma or GED	17,978	22%
High school or GED earned	31,592	38%
Some college, no degree	18,158	22%
Associate degree or higher	15,012	18%

5. Underlying these issues is poverty. U.S. Census data (2015) shows Florida state-wide median household income as \$49,416. U.S. Census data for Small Area Income and Poverty Estimates (SAIPE) that 15.5% of Florida residents live in poverty. As shown in the table below, counties in the Chipola district have much lower family incomes and higher rates of poverty.

Table X. Low-Income Families										
Income Bracket	CALHOUN Number / %		HOLMES Number / %		JACKSON Number / %		LIBERTY Number / %		WASHINGTON Number / %	
SAIPE Est. of families in poverty	2,781	22.2%	4,535	25.9%	9,032	22.5%	1,422	22.6%	5,451	24.8%
Census Est. of Median Family Income	\$34,510		\$35,020		\$35,098		\$39,400		\$38,970	
Small Area Income Est.	\$36,062*		\$35,202*		\$36,751*		\$39,623*		\$36,328*	
Source: U.S. Census Bureau, American Fact Finder, 2015										
*Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.										

**B. Proposal supports programs at State and Technical Colleges**

Chipola College programs of study follow the FL DOE approved curriculum guidelines for state and technical colleges. Courses and programs of study articulate to other state and technical colleges because the programs and courses are part of the FL DOE approved curriculum frameworks.

**C. The Proposal provides participants transferable, sustainable workforce skills applicable to multiple employers.**

The Career Pathways STEM Hub programs of study provide transferrable, sustainable skills applicable in multiple industries. These skills include problem-solving, math, and communication skills as well as occupation-specific technical skills. Additionally, when a student completes a program of study they earn an industry certification, program certificate, occupational completion, or degree, which will verify their skills and abilities.

Support for the project is confirmed by many regional employers, including:

- Tri-States Automotive Warehouse, Inc
- Miller & Miller Chevrolet GMC
- Southeastern Surveying
- Rex Lumber
- Caterpillar
- Spanish Trail Lumber
- Jackson County EMS and Fire Department

**D. This proposal supports programs offered to the public.**

All Chipola College programs of study are open to all qualified individuals who complete the application process to enroll at the college.

**E. This proposal is based on criteria established by the State and Technical Colleges.**

Chipola College programs of study follow the FL DOE approved curriculum framework for state and technical colleges. Courses and programs of study articulate to state and technical colleges because the programs and courses are part of the FL DOE approved curriculum frameworks. Training activities supported with the proposed funds will ensure students attain the competencies identified in the curriculum frameworks.

The STEM Hub also addresses the regional and state demand occupational list for jobs. All programs are identified in the Region 3 and statewide labor market demand.

**F. See application**

**G. Description of proposal support of economic opportunity.**

The project supports local, regional, and state economic development efforts by ensuring a ready and trained workforce. The Career Pathways STEM Hub will strengthen the pipeline of students from high schools, new high school graduates, and returning adults into postsecondary career training. The proposed project will also increase the number of individuals with postsecondary education credentials and skills for employment in high-skill high-wage jobs. The college supports the Florida Strategic Plan for Economic Development 2018-2023, specifically Pillar 1, through current Florida Higher Education Coordinating Council Rise to 55 grant. The college also works with the Jackson County Board of County Commissioners newly established economic development committee, <http://www.jacksonedc.com/news>; Opportunity Florida for regional growth efforts, <http://www.opportunityflorida.com/>; CareerSource Chipola, the local employment agency for the region, the Department of Economic Opportunity with a current Quick Response Training grant for new and expanding businesses in the area, and the college facilitates achieving the Florida College System goals (<https://www.floridacollegesystem.com/colleges.aspx>).

**Enrollment and Economic Impact**

- During the funded portion of the project the projected enrollment is 680.
- Projected completers who earn an occupational completion, certificate, industry credential, diploma or degree is 578 (85%).
- Of those who complete credential requirements based upon the curriculum frameworks, 462 (80%) will become employed.
- All programs provide training in support of existing jobs identified on regional and state demand occupational jobs lists.
- Based on existing college performance in the Florida College System performance-based formula, Chipola graduates working full time earn an average median wage of \$41,000 annually. [https://www.floridacollegesystem.com/resources/data/fcs\\_graduate\\_outcomes\\_dashboard.aspx](https://www.floridacollegesystem.com/resources/data/fcs_graduate_outcomes_dashboard.aspx).
- Over the five years of funding support the college will train students to enter jobs with average entry wages of \$12 - \$18 per hour annually. Should these students remain in the region, they will generate an entering wage income of \$31,200 per individual.
- Projected annual income does not show that those students entering the workforce will have successive year wage gains.

**2. Additional Information**

**A. Expansion of existing program? Yes**

- Automotive Technology will add a currently approved OCP for service technicians.

- Health Sciences will update its EMS and Firefighting program to the combined curriculum framework and reactivate the programs as one program of study.
- Civil Engineering Technology and Engineering Technology (advanced manufacturing) will add industry certifications, college credit certificates, or OCP's not active in Chipola's programs.
- Welding Technology and all the above programs will be able to expand the number of enrollments they can accommodate in their programs.

**B. Proposal aligns with Florida's targeted industries?      Yes**

- a. Infotech Electronics
- b. Life Sciences / Healthcare Services
- c. Homeland Security / Defense Transportation
- d. Manufacturing

**C. Proposal aligns with occupations on the statewide demand occupations list and/or regional demand occupations list?      Yes**

- a. 514121                      welders, cutters, solderers, brazers
- b. 493023                      automotive technicians
- c. 412022/536031            auto and marine service technicians
- d. 491011                      first line supervisors of mechanics, installers, repairers
- e. 511011                      first line supervisors of production and operating workers
- f. 499041                      industrial machinery mechanics
- g. 492098                      security and fire alarm system installers
- h. 492022                      telecommunications equipment installers and repairers
- i. 173024                      electronics mechanical technician
- j. 292040/2041                emergency medical technicians / paramedics
- k. 332000/2011                firefighting and prevention workers

**D. Proposed delivery of training program**

Training will be classroom-based, online, and offsite. Instructional material will be available via computer, such as homework, instructor communication, self-help and tutoring. Students will be prepared to interview and discuss their foundational training and expand on current methods that introduce them to the rudimentary skills of emerging technology, methods, and products for the various markets and manufacturers. Credit for prior training – such as is earned by veterans – will be reviewed on an individual basis and assigned as appropriate. O\*Net and industry-recognized credentials earned are typical standards by which Chipola offers prior learning credit towards certificates and degrees.

The budget allows for the upgrades or purchase of software, equipment, and supplies that provide for the expansion of the OCP's or certificates offered, and upgrades to the latest technology and skills training.

<b>Chipola College Florida Jobs Growth Project Timeline</b>							
	2018 – 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	2024 – 2029
Activities / Tasks	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5	Years 6- 10
Submit proposal							
Negotiate and receive contract							
Hire project liaison; orient team							
Purchase and install equipment							

Develop recruiting plan, orient stakeholders, advisory members							ongoing
Curriculum Committee approval of additional OCP's and approve start dates							
Enroll and track student performance in all programs: Auto Tech; EMS-Fire; Civil Eng. Tech; Engineering Tech (advanced manufacturing); Welding							ongoing
Report on performance to DEO, stakeholders, advisory members							As needed
Implement sustainability plan							ongoing

**E. To follow is a table of the anticipated annual enrollment and completers for each program.**

ANNUAL ENROLLMENT, STARTING SY 2020			
Program	2020 Anticipated Annual Enrollment (fall and spring semesters)	Anticipated Annual Completions (85% for each program)	Anticipated Employment (80% of completions for each program)
Automotive Technology	30	26	21
EMS/Fire	30	26	21
Civil Engineering	10	8	7
Advanced Manufacturing	40	34	27
Welding	60	51	41
<b>Annual Totals</b>	<b>170</b>	<b>145</b>	<b>117</b>
Projected Total Enrollment through December 2024	680	578	462
Based on historic data captured and reported by Chipola College to FDOE, FSC, FETPIP, and new workstations to provide for increased enrollment. There may be variables unaccounted for due to Hurricane Michael and the impact on market conditions.			

**F. Length of programs: Note the project is anticipated to include new / additional enrollments by August 2020, and tracking of project will run through June 2029, or until documented evidence of the projected enrollments and placements has been reported.**

Program	Length	Begin Date	End Date*
Automotive Tech	120 – 1,800 clock hours	Each August and Each January	Each May and Each December
EMS / Firefighter	698 clock hours	Each August and Each January	Each May and Each December
Civil Engineering	18 – 60 credit hours	Each August and Each January	Each May and Each December
Advanced Manufacturing	Up to 60 credit hours	Each August and Each January	Each May and Each December
Welding	150 – 1,800 clock hours	Each August and Each January	Each May and Each December
*Students may move through the program based on competency outcomes and therefore complete or graduate earlier or later than indicated.			

\*Students' may elect to complete an occupational completion point, a certificate, or an industry-recognized credential and enter employment. This may be prior to completing all course offerings.

**G. Project sustainability after grant completion**

Sustainability will be created through 10 years of development, delivery, and on-going recruitment of high school and adult students. Sustainability will also be supported by funds generated through customized industrial training. Flexibility of certificate, occupation completion points, industry credentials in the core STEM Hub programs will be a key to meeting business' needs and students' choices. The project will also provide the foundation to evaluate emerging business and job trends and respond accordingly.

The 680 students represented in this project will provide marketing value and impetus to the sustainability of the STEM Hub programs. These students will also strengthen the economic development foundation for the region. During the 10-year projections, the Workforce Advisory Committees for the STEM programs will continue to provide valuable support and insight to market variables and economic opportunities

The requested budget of \$1,696,051 divided by a minimum of 680 students = \$2,494 per student. This investment will be exponentially reduced each year the programs are in operation.

**H. Identify any certifications, degrees, etc. . . from Section E.**

Jobs Growth Programs of Study at Chipola College						
Program	Program Number	CIP Number	Standard Length	SOC Codes	Occupational Completion Points	Credential
Automotive Technology	T400910	0647060427	600 clock hours	41-2022 41-2031 43-1011 43-4051 43-5081	A B	OCP College Certificate ASE / NATEF
	T400730 & T400700	0647060425 & 0647060411	750 hours & 1050 hours	49-3023	A - F	
Combined – Firefighter Emergency Medical Technician	P430216	0743020312	698 clock hours	29-2041 33-2011 31-9099	A B C	OCP College Certificate State Licensure
Civil Engineering	Surveyor Assistant	0715020102	18 credit hours	17-3022 17-1022 17-2051		College Credit Certificate
Engineering Technology (Advanced Mfg)	Automation	0615040601	12 credit hours	17-3027		College Credit Certificate NCCER
	Engineering Tech Support Specialist	0615000007	18 credit hours	17-3029		
	Mechatronics	0615000013	30 credit hours	17-3024 17-3027		
	Pneumatics, Hydraulics & Motors	0615061303	12 credit hours	17-3027		
Advanced Manufacturing Foundation Program	Engineering Tech	1615000001	60 credit hours	47-2073 17-3000 11-1021		Associate in Science

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Attachment

Welding	J400400	0648050805	1050 clock hours	51-9198 51-4121	A – F	OCP College Certificate NCCER AWS
Advanced Welder	J400410	0648050806	750 clock hours	51-4121	A B	
Including related manufacturing PSAV programs of study, <a href="http://www.fldoc.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks/manufacturing.stml">http://www.fldoc.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks/manufacturing.stml</a> .						

I. Local match? Yes, see budget

J. Additional Information – none

3. Program Budget – DEO application for summary

**Total Request: \$1,696,051**

**Budget Narrative – TOTAL Request**

Category	Request	Match
Personnel	269,893	0
Fringe Benefits	81,508	0
Travel	19,337	0
Contracted Services	143,000	0
Equipment	899,107	0
Facilities	8,000	0
Materials, supplies, training materials	107,375	Carl D. Perkins funds (annual; Y1=\$25,000)
Tuition	89,220	80,000
Other:	28,000	0
Administrative support 10% of total, less contracted services, equipment, facilities and tuition	50,611	0
<b>TOTAL</b>	<b>\$1,696,051</b>	<b>\$135,000</b>

- Personnel – (1) 12-month liaison to manage Career Pathways STEM Hub, daily project operations (TBH), and data collection and operational reporting by Assessment, Compliance & Grants department.
- Fringe – 30.2% of personnel for life/health, FRS, FICA, Medicare
- Travel – For all staff who may travel on behalf of the project @ 0.445 per mile, Florida approved per diem, and related travel costs as needed.
- Contracted Services – Hire electrical contractors to ensure proper installation power of AM and Welding program equipment.
- Equipment – See detail below.
- Facilities – Labor for installation of heavy-duty lift for Auto Tech program.
- Materials/Supplies – Classroom materials and supplies for each program.
- Tuition – budgeted at \$2.55 per clock hour and \$108 per credit hour to be used as a scholarship tool to assist students with financial relief as needed.
- Other: General funds to be used to market the programs of study.
- Administrative Support – 10% of costs excluding contracted services, equipment, and student support (tuition), per federal guidelines.

Chipola College 2018-2019 Florida Job Growth Fund  
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Attachment

Budget Breakout by Program of Study – 5 Years Support, July 1, 2019 – June 30, 2024									
Category	STEM HUB Mobile Unit and all projects	Automotive Technology	EMS Firefighting	Civil Engineering	Advanced Manufacturing	Welding	Subtotals / Extension		
Personnel	269,893	-0-	-0-	-0-	-0-	-0-	269,893		
Fringe Benefits	81,508	-0-	-0-	-0-	-0-	-0-	81,508		
Travel	19,337	-0-	-0-	-0-	-0-	-0-	19,337		
Contracted Services	18,000	-0-	-0-	-0-	125,000	-0-	143,000		
Equipment	50,000	210,000	164,412	50,000	366,925	57,770	899,107		
Facilities	-0-	8,000	-0-	-0-	-0-	-0-	8,000		
Materials, supplies, training materials (educational software)	-0-	13,000	21,000	25,000	30,000	18,375	107,375		
Tuition	-0-	-0-	17,220	36,000	36,000	-0-	89,220		
Other (media)	13,000	3,000	3,000	3,000	3,000	3,000	28,000		
Subtotal	451,738	234,000	205,632	114,000	560,925	79,145	1,645,440		
Administrative support 10% of total, less contracted services, equipment, facilities and tuition	(451,738 - 68,000) = \$383,738 * 0.10 = \$38,374	= \$1,600	= \$2,400	= \$2,800	= \$3,300	= \$2,137	50,611		
<b>Totals</b>	<b>\$490,112</b>	<b>\$235,600</b>	<b>\$208,032</b>	<b>\$116,800</b>	<b>\$564,225</b>	<b>\$81,282</b>	<b>1,696,051</b>		

Equipment is expected to be bid out and purchased within 12 months of contract approval. Equipment should be in place for fall 2020 classes, if not earlier. Equipment will be invoiced for reimbursement as received and installed.

Equipment List by Program		
Program	Equipment	Cost
Mobile unit	Simulation software for STEM programs	50,000
Automotive Technology	Heavy-duty 4 post rack; 18,000 lb capacity	26,000
	Aligner	27,000
	Tire balance equipment	14,000
	Autocomp Lathe	13,000
	Comments	
	(2) Simulation modules and software for each of the programs	
	Alignment equipment obsolete; unable to service large trucks	
	Obsolete	
	Brake lathe is a critical component of training	



Chipola College 2018-2019 Florida Job Growth Fund  
Workforce Training Grant Proposal  
Attachment

	Clamping Tire Changer	13,000	Equipment is obsolete and no longer used by the industry
	Software for new OCP	117,000	Develop an online simulation training program for Service Advisor OCP
Fire/EMS	EKG Rhythm & Monitor – 3 @ \$8,000 each	24,000	Program revision and use of simulation equipment for clinical experiences
	Human Patient Simulator – 3 @ \$46,810 each	140,412	Programmed to provide “real world” simulation experiences for clinical lab training
Civil Engineering Technology	Trimble Total Station	50,000	Upgrades to program software and simulation training
Engineering Technology (Adv. Mfg.)	Amitrol, Torchmate, or similar models/ software:		All equipment will contribute to expansion of the program.
	Basic Rotating Machine trainer	13,660	Equipment will provide the flexibility for students to complete their lab hours in conjunction with their classroom / lecture hours, therefore eliminating wait time to complete a lesson plan or course of study.
	AC/DC electrical trainer	6,820	
	Mechatronics trainer	54,730	Many pieces of equipment will provide inter-disciplinary training opportunities between programs.
	Mechatronics troubleshooter	18,200	
	Fanuc robot	8,000	
	Thermal process control trainer	33,660	
	Analytical process control trainer (PLC)	29,740	
	Multi-use PLC	29,740	
	Motor control trainer	17,535	
	Pneumatics trainer	16,405	
	Hydraulics trainer	46,425	
	Mechanical drives trainer	43,320	
	Rigging trainer	18,690	
	CNC cutter	30,000	
Welding	Multi-process welder XMT 350 or similar model – 5@ \$5,784 each	\$28,920	Welders to expand continuing growth in the program
	Multi-process flextech or similar – 5@ \$5,770 each	\$28,850	Equipment to expand continuing growth in the program

4. Approvals and Authority – DEO application



October 29, 2018

Dr. Sarah Clemmons  
Dean Darwin Gilmore  
Chipola College

Re: 2018-2019 Jobs Growth Application

CareerSource Chipola is pleased to offer this letter of support for Chipola College's proposal to implement a Career Pathways STEM Hub. The use of the mobile training unit for career exploration is an excellent idea, and will provide a means for high school and adult learners to determine their training program of choice.

The Career Pathways STEM Hub will also support economic development efforts in the region. Prior to Hurricane Michael, economic development efforts focused on the supersite located in Jackson County. While this property continues to provide opportunities for the region, the recent hurricane has made retraining of displaced workers a priority. Also, continuing support of high school students and career changers - such as military veterans - through exploration using the simulation labs in the mobile unit is a priority.

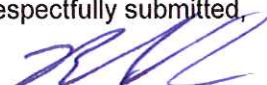
The Career Pathways STEM Hub is designed to support existing programs and grow additional occupational completion points. Sustaining programs that support existing manufacturing and other businesses is the imperative at this time. Stability can provide flexibility and program growth as economic development and businesses grow and change.

CareerSource Chipola is committed to assisting Chipola College with this project by:

- Advising as needed
- Assisting with identification of potential students
- Connecting Chipola College with area businesses seeking training assistance for existing and new employees
- Connecting Chipola College with public and private venues to establish the mobile training unit, in which the public can explore career pathways and training options
- Connecting Chipola College with human resources materials from employers seeking to fill positions
- Surveying existing businesses to determine emerging training needs and providing results to Chipola College

CareerSource Chipola and Chipola College have had a strong relationship for many years. The disruption caused by Hurricane Michael will strengthen the relationship as we work together to find ways to train and retrain the individuals who are committed to building a stronger panhandle.

Respectfully submitted,



Richard Williams  
Executive Director

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4636 Highway 90 E, Suite K, Marianna, FL 32446  
850.633.4417, 850.482.3590/Fax  
[www.careersourcechipola.com](http://www.careersourcechipola.com)



October 29, 2018

Dr. Sarah Clemmons  
Dean Darwin Gilmore  
Chipola College

RE: 2018-2019 Florida Job Growth Grant Fund Application

I am writing today to extend my highest regard for Chipola College's proposal to implement a Career Pathways STEM Hub (HUB). The use of this mobile training unit for career exploration will provide exceptional opportunities for our high school and adult learners to determine their training program of choice.

The (HUB) will also support economic development efforts in our region. Prior to Hurricane Michael, economic development efforts focused on a mega-site located in Jackson County. While this property continues to be marketed, the recent storm damage has made retraining of displaced workers a priority. Continuing support of students and career changers, including military veterans, is of vital importance to our workforce.

The HUB is designed to support existing programs and grow additional occupational completion points. Sustaining programs that support existing manufacturing and other businesses is imperative to our present and future workforce needs.

Opportunity Florida is committed to assisting Chipola College with this project by:

- Providing technical assistance as needed
- Assisting with identification of potential students
- Connecting Chipola with area businesses seeking training assistance as well as with public/private venues to establish the mobile training unit, in which the public can explore career pathways and training options
- Connecting Chipola with employers seeking to fill positions

Opportunity Florida and Chipola College have a long history together. The disruption caused by Hurricane Michael will strengthen the relationship as we work together to bring new jobs and opportunities to our region.

Please feel free to contact me should you need additional information.

Best regards,

Digitally signed by Richard  
Williams  
Date: 2018.10.29 13:42:04  
-04'00'

Richard Williams  
Executive Director

Calhoun • Franklin • Gadsden • Gulf • Holmes • Jackson • Liberty • Wakulla • North Walton • Washington

4636 Highway 90, Suite K, Marianna, FL 32446 + 850-633-4118 + [www.opportunityflorida.com](http://www.opportunityflorida.com)

Tri-States Automotive Warehouse, Inc  
POB 5838  
Marianna, FL 32447

October 29, 2018

Dr. Sarah Clemmons  
Dean Darwin Gilmore  
Chipola College

Re: Jobs Growth Proposal

Tri-States Automotive is pleased to support this request to fund the Career Pathways STEM Hub project at Chipola College. Please see my September 11, 2018 email (attached) supporting the proposal, curriculum, and the wage value to Tri-States employees. We look forward to learning of this funding initiative and will work with you to develop the Automotive Technology program occupational completion point certificate for service advisor. Tri-States will assist with:

- Advising;
- Referring students / employees;
- Participating in an internship program;
- Assisting with development of the curriculum, lesson plans, and software;
- Providing sample materials for use in the classroom.

Sincerely,

Kelly Spence Connolly  
Vice-President of Finance  
Tri-States Automotive Warehouse, Inc.

## Mathis, Vicki

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**From:** Kelly Connolly <kconnolly@tristatesauto.com>  
**Sent:** Tuesday, September 11, 2018 10:13 AM  
**To:** Mathis, Vicki  
**Subject:** RE: curriculum

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Vicki,

The curriculum you forwarded is great. It is pretty slanted toward the service advisor though, which differs in some ways from a true counterperson. The essence is the same, though. Just some of the window dressing is a little different.

I did notice that the internship portion indicates a dealership service advisor position. I'd like to see us work together as an industry here and rotate the internship through the dealership service advisor, parts store counterperson, and even a mechanic shop (so they can get a good taste of what their customers actually see day-to-day). In my mind, that is something I can spearhead putting together with other community leaders to establish that internship.

From my 2017 numbers:

We employ 159 people in Florida (I can break that down by city/county)

Our Florida payroll is \$4,198,062

Average Florida salary is \$26,402

Now, that includes everyone from trash guy to CEO. So here's a little more typical description of a counterperson.

We have 13 parts stores in Florida. Each store has a store manager and between 1-3 other counterpeople.

Average starting wage \$9-10/hour with a 45 hour workweek (40Reg + 5OT). Depending on experience.

That is a starting salary between \$22,230 and \$24,700.

We have men and women, young and old at every position

An experienced counterperson can easily earn \$12-13/hour with a 45 hour workweek. Usually has a few years' experience (3-4)

A store manager usually works 50 hour weeks and earns \$14-18/hour.

We offer a 401K program where we put in 3-5% of gross salary without any matching requirements

We offer Health insurance and pay 60% of the employee only premium valued at \$3,304 for 2018

We offer supplemental insurance, but don't pay any portion.

PTO is 1 week after 1 year – 5 years: 2 weeks 5-15 years and 3 weeks 15+ years

I hope I answered all of your questions. If not, please let me know.

Thanks,  
Kelly

**Kelly Spence Connolly**  
Vice-President of Finance

Tri-States Automotive Warehouse, Inc.

P.O. Box 5838

Marianna, FL 32447

850-526-2331(w)

850-526-3398(f)

[kconnolly@tristatesauto.com](mailto:kconnolly@tristatesauto.com)

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**From:** Mathis, Vicki <MATHISV@CHIPOLA.EDU>

**Sent:** Tuesday, September 11, 2018 9:18 AM

**To:** Kelly Connolly <kconnolly@tristatesauto.com>

**Subject:** curriculum

Read through and comment.

Advise as to # of positions for your company and entry-level wage, and median-level wage (at what year might someone be earning the median?). Also the value of any company benefits?

State has similar data for positions so I want to compare.

Thanks and have a great day,

JVMathis, GPC

Chipola College

850.718.2289

[www.chipola.edu](http://www.chipola.edu)

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