



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: Seminole State College of Florida

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

Primary Contact Name: Dr. Joseph Huston

Title: Dean, Center for Adult and Workforce Education

Mailing Address: 100 Weldon Boulevard

Sanford, FL 32773

Phone Number: 407-708-2679

Email: hustonj@seminolestate.edu

Secondary Contact Name: Basim Khartabil

Title: Associate Vice President, School of Construction, Design, Engineering and Information Technologies

Phone Number: 407-708-4405

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.
See Attachment A.

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

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

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

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

F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?
 Yes No

See Attachment A.

- 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.

See Attachment A.

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 Attachment A.

- 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?

See Attachment A.

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

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

See Attachment A.

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

See Attachment B for letters of support.

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** \$ 1,745,144.00
 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>\$ 250,000.00</u>
Total Other Funding	<u>\$ 250,000.00</u>

Please Specify: Legislative funding

B. Workforce Training Project Costs:

Equipment	<u>\$ 838,575.00</u>
Personnel	<u>\$ 816,569.00</u>
Facilities	<u>\$ 70,000.00</u>
Tuition	<u>\$ 225,000.00</u>
Training Materials	<u>\$ 25,000.00</u>
Other	<u>\$ 20,000.00</u>
Total Project Costs	<u>\$ 1,995,144.00</u>

Please Specify: Travel

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.

See Attachment A.

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)?

See Attachment A.

- 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.

See Attachment A.

- 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.

See Attachment A.

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: Seminole State College of Florida

Name and Title of Authorized Representative: Dr. Georgia Lorenz

Representative Signature: 

Signature Date: 11/11/21

1. Program Requirements:

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

Program Title: Seminole State College – Reignite the Trades

Seminole State College is proposing a program intended to reignite our vocational and workforce education programs while simultaneously addressing a significant employment gap that exists among the skilled trades within our thriving regional construction and manufacturing industries. Seminole State College currently offers high quality vocational training programs in electrical, HVAC/R, and plumbing through our Center for Adult & Workforce Education that this proposal seeks to enhance through facilities upgrades, expansion of enrollment capacity, creation of dedicated student success positions, and a strengthening of internship and job placement initiatives through a robust industry and community partnership model. This proposal also supports the investigation and development of a new Carpentry CTE program that has never been offered before at Seminole State College.

Based on State of Florida DEO labor projections for the Central Florida Region (District 12), the construction and manufacturing industries can expect to experience a 16.9% growth in new positions within the construction trades, with over 63,000 total vacancies across the projection period ending in 2028. Within the construction cluster, four sub-industries (Specialty Trade Contractors, Construction of Buildings, Repair and Maintenance, and Heavy and Civil Engineering Construction) are listed among the top 25 industries gaining the most new jobs during the projection time period, experiencing 13.3%, 15.1%, 18.4%, and 21.1% projected job growth respectively.

Within specific employment roles, the following nine job categories are representative of types of roles that this program would serve. The table below lists each job role, the projected number of job openings over the 8-year report period, and the projected job growth rate that the increase in openings represents within the central Florida region (region 12).

Job Title (SOC Title)	Projected Growth (2020 – 2028)	Percent Growth (2020 – 2028)	2019 Median Hourly Wage (\$)*
Construction Trades Worker	9,658	16.9	22.28
Electricians	1,100	17.7	19.39
Plumbers, Pipefitters, and Steamfitters	876	20.1	19.34
Helpers, Construction Trades	551	14.5	15.73
Construction and Building Inspectors	105	10.6	23.18
HVAC/R Mechanics	987	20.4	17.20
Carpenters	1681	16.4	19.00
Water and Wastewater Treatment Plant and System Operators	8	0.9	22.32

Data Source: Career Source Central Florida, District 12, 2020 – 2028 Projections

To meet the growing regional need for skilled workers within the thriving construction and manufacturing industries in Central Florida, Seminole State College seeks to renovate our existing Vocational Trades training facility to update current lab training equipment, expand current Electrical, HVAC/R, and Plumbing labs for increased student capacity, develop a new innovative underground multi-trade simulation lab with the relevant curriculum, and create a new joint-use commercial kitchen laboratory to simulate commercial installations across all trades. The program will also provide for the renovation and enhancement of existing instructional spaces and new equipment installations to support a CTE program in rough and finished carpentry.

Additionally, Seminole State College will expand on our existing vocational trades programs, increasing our enrollment bandwidth for providing skilled workers to the regional construction and manufacturing industries. Enrollment capacity of our current programs (Electrician Helper, HVAC/R and Plumbing) will more increase through the development of additional cohort tracks including evening and weekend options that allow for full-time employment in the field to occur simultaneously to enrollment in our vocational training programs. Similarly, the Seminole State College Center for Adult & Workforce Education will leverage this funding to launch the creation of a new carpentry program, aligned to the State CTE Framework for training residential and commercial carpentry professionals who can easily leverage their rough and finish carpentry skills to engage in new construction and remodeling. Graduates of the carpentry CTE program would be well-positioned to transition towards specialty sub-contracting or to secure licensing as a residential/building contractor.

In addition to facility enhancements to increase student capacity and onboard a new program, this funding will allow for the hiring of additional instructional and support staff to promote, enlist, forge partnerships, and deliver awareness and instruction associated with our revitalized vocational trades programs. Through the creation of a new “Community Engagement Coordinator” within the Center for Adult & Workforce Education, students will be advantaged by industry partnerships for internships and job placement of currently enrolled students and help to curate post-graduation employment opportunities for program completers. Additionally, we will draw in community constituents in the form of an industry advisory board such as contractors, manufacturers, trade associations, vendors, and government agencies to work in alignment for program enhancements, development opportunities, planning and curriculum development, facilities design, the establishment of employment pipelines, and more.

Further, this funding will create a full-time “Retention and Completion Specialist” who will be responsible for ensuring that prospective students are effectively onboarded into their program of study and connected with all of the college resources needed to find success through their program. The Workforce Retention and Completion Specialist will be dedicated to serving the current and new student population enrolled within the vocational trades programs at Seminole State College, providing mentoring, advising, coaching, and through a student “case-management strategy” will ensure that all student participants will experience a robust opportunity to engage with their training

and have access to our partnership network for employment opportunities.

With additional instructional personnel, the development of night & weekend cohort tracks will open new opportunities for currently employed students to enhance their skills and gain industry certifications. New students will be able to gain immediate employment within their selected field while concurrently engaging in high-quality training that results in industry recognized credentials and program certification. Importantly, through our partnership with Brevard County, Seminole State College Vocational CTE program graduates who complete at least 4,000 hours of work within their selected field would be eligible to sit for their Journeyman’s license following their graduation, thus greatly increasing their potential earnings.

Further, this funding will significantly enhance Seminole State College’s vocational training labs including the development of a robust residential HVAC Condenser/Air Handling Lab, upgrades to our commercial plumbing labs, creation of a new underground installation simulation lab, the development of a new multi-trade commercial installation laboratory, enhancements to our commercial electrical training opportunities, and the establishment of a formal rough and finish carpentry lab facility.

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

The proposed project supports existing programs at Seminole State College (Electrical, HVAC/R, and Plumbing), and the creation of a new program (Carpentry) to expand our program offerings and available seats to serve the rapidly growing construction industry in the region. The existing vocational trades model implemented for our current CTE programs has been thriving for over 10 years with over 85% job placement into high skill, high wage jobs. Through updated facilities and the expansion of our programs into evening and weekend cohort tracks, Seminole State College will significantly improve the relevancy of these programs to industry skill needs and increase our production of qualified trades persons to fill a gap in current and project job vacancies, all while simultaneously fostering in a new phase of dynamic responsiveness and flexibility for meeting the needs of our student population.

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

The proposed program will provide students with nationally recognized industry certifications including OSHA 10 and First Aid/CPR training, as well as specialized certifications in HVAC/R, Electrical, Plumbing, and Carpentry for immediate employment into the regional construction industry. The skills learned through these industry-aligned programs are broadly applicable to multiple aspects of the industry including residential and commercial new construction, building renovation and remodeling, and facilities maintenance and repair. These certifications are widely applicable to any employer

within the regional construction and facilities maintenance industries and this proposal incorporates strategies for hands-on, field-integrated internships and job placement, both during program participation and following graduation. Skills-based workshops including career exploration, basic computer literacy, employability skills, soft and people skills, interviewing as it applies to trade hiring, assists in the delivery of adult basic education remediation workshops in association with program test requirements will be provided through supplemental programming provide by the Workforce Retention and Completion Specialist and the Student Success Specialist (please see section 3 for position details).

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

The Seminole State College Reignite the Trades program will conduct extensive outreach to prospective participants and recruit from historically underserved and underrepresented populations including those who have experienced unemployment/underemployment. In 2020-2021, Seminole's Electrical program had an underrepresented population of African American students at 15.3% of the total headcount of the program, the HVAC/R program African American students made up for 12.5% of the total headcount of the program and lastly, in our Plumbing program, African American students were 27.8% and Hispanic students were 16.7% of the total headcount. Additionally, recruitment efforts will connect with the local school district to solidify a pathway for post-secondary training opportunities into the high-demand and high-paying specialty trades fields. The following strategies will be implemented to promote the included programs to the public:

1. College Marketing and Awareness Campaigns – Seminole State College has a thriving Marketing and Communications Department who will collaborate with this initiative to develop well-crafted communications for dissemination into the community for recruitment and awareness. Through high-yield practices such as web targeting, event-based promotion, integrated communications, and creative social media posts, we will generate interest among prospective student populations and community constituent groups.
2. Community and Industry Partnerships – We will collaborate with community partners including CareerSource Central Florida, the Florida College Access Network, local and regional builder associations, industry advisory boards, local and regional contractors, SCPS, chambers of commerce, city and county governments, and more to ensure that our programs are aligned with regional needs and serving to provide opportunities for our communities to enhance their skills and qualifications. Engagement opportunities will be used to increase awareness of our programs, foster opportunities for internships and job-placement of graduates, and to recruit potential students. Further, we will seek to establish strategic partnerships with local employers to help provide education and training to their existing workforce and generate opportunities for new program graduates to secure employment.

3. Community Engagement Events – In addition to campus-based informational events such as Discover Seminole State which are designed to bring prospective students onto campus for program exploration, we will engage in local community events to disseminate information about Seminole State College Vocational Trades programs and to meet with prospective students and their families. Our Coordinator of Community Engagement will seek opportunities for hosting information sessions and providing presentations, and to engage in enlisting and information-sharing through community events. These informal points of contact are a great way to spread public awareness of our programs and to make personal connections with individuals who could potentially enroll in our programs.

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

In alignment with Florida Statute 1004.65, this proposal adheres to the mission of the Florida College System to:

1. Be responsive to local education needs and challenges.
2. Provide high quality affordable education and training opportunities
3. Foster a climate of excellence
4. Provide opportunities to all who can benefit, without regards to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and education equity so that all can be prepared for full participation in society.
5. Respond to community needs for postsecondary academic education and career degree education including preparing students directly for careers requiring less than a baccalaureate degree.
6. Promote open access for students and serve individuals from underrepresented populations
7. Promote equity by recruiting individuals who are low-income, unemployed, or underemployed, military veterans and their spouses, disadvantaged and/or those with barriers to employment.

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

Yes, all employed, unemployed and underemployed individuals will have access to the proposed program. Seminole State College is an open-access institution.

- 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.*

Within the Central Florida region, Construction is among the top employers and key agents of economic development. Growth within this industry and advancement of the current labor force is limited by a lack of skilled labor across all levels. At the time of this proposal development, a regional search using ZipRecruiter returned over 4,700 and 2,800 openings within the Central Florida construction and manufacturing industries, respectively. This proposal seeks to solidify a stable and reliable workforce pipeline that will be designed, furnished, staffed, and implemented through this funding to support the regional construction and manufacturing industries that are projected to experience substantial growth over the next five to eight years. This industry growth will translate into a direct increase in jobs availability to economic development for the community which, through this proposal, situates Seminole State College perfectly to address the growing demand with a home-grown skilled workforce. This grant will allow Seminole State College to produce a target of 110 skilled trades workers ready for immediate placement into the regional construction and manufacturing industries over the two-year life of the grant with an average starting salary of over \$40,000 based on DEO labor projection data for region 12. Further, this funding will secure a long-term capacity increase for Seminole State College Vocation Training programs, sustaining an enhanced enrollment of an additional 110 students every two years into the foreseeable future. The measures that will be used to evaluate this program will include enrollment, graduation, and placement rates within the construction and manufacturing industries.

2. Additional Information:

- A.** *Is this an expansion of an existing training program?*

Funding will be used to expand the existing Electricity, HVAC/R, and Plumbing certification program offerings including enhanced lab spaces, updated equipment and materials, and the development of additional cohort tracks. Additionally, funds will be used to develop an enhanced curriculum to integrate the underground simulation and joint-use commercial kitchen labs into the scope of the existing programs. Facility renovations, faculty and staff positions, and tuition assistance will also be funded from these operations to expand enrollment bandwidth, improve support for student performance outcomes, and promote strengthened industry and community partnerships for existing training programs. Please see budget details in section 3 for more information on the enhancements of existing programs.

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

Yes, this project aligns with Florida’s Targeted Industries of: 23 Construction and Manufacturing 31-33.

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

Yes, the proposal aligns with an occupation(s) on the Statewide Demand Occupations Lists and Regional Demand Occupations List.

The Reignite Trades initiative will prepare students to enter careers pathways towards the occupations listed below:

2021-22 Regional and State Demand Occupations List Alignment

SOC Code	Occupational Title	Annual Openings		Mean	Percent Growth	
		Region 12	Florida	Hourly Wage (\$)	Region 12	Florida
473012	Carpenters	8,240	1,361	20.41	2.05	1.36
472111	Electricians	6,095	922	23.88	2.21	1.67
499021	Heating, A.C., and Refrigeration Mechanics	3,971	643	21.49	2.55	1.19
472152	Plumbers, Pipefitters, and Steamfitters	3,858	642	20.86	2.51	1.22

Data Source: Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research (WSER)

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

Training for this initiative will be delivered through classroom instruction, computer-mediated learning modules, and hands-on learning simulations. Classroom instruction will be delivered within the Construction Trades Building (Building D) on the Sanford/Lake Mary Campus at Seminole State College. Every course will leverage the integrated use of Canvas as the Learning Management System and will incorporate additional online learning modules and online assignment elements covering theory-based topics. Online elements facilitated through Canvas will comprise 25% or less of the scope of any course within each program. By implementing an online portion of instructional and assignment completion, students are better enabled to engage in paid workforce activities concurrently with program enrollment and they will also gain additional computer literacy and digital communication skills, rendering them increasingly valuable to the workforce. Throughout our program, students will also engage in hands-on learning activities on site at the Sanford/Lake Mary Vocational Trades Building and through additional off-site opportunities offered by our industry partners. These experiences will include the utilization of computer mediated tools and technologies such as 3-D printing and Glowforge instruments.

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

The overall participation with this initiative will grow over the duration of the program as facility renovations, new program initiation, and instructional bandwidth are increased. We project annual overall participation to begin with 75 students in year one, resulting from additional cohort capacity in our existing CTE programs (HVAC/R, Electrical, Plumbing) and the creation of a new evening/ weekend cohort track in the program. In year two we anticipate the addition of 35 new participants associated with the onboarding of our carpentry program through both a full-time day-time track and the part-time evening/weekend track. Note that full-time day-time tracks are designed for students to complete within one year and that part-time evening/weekend tracks are designed with a two-year completion time horizon. Over the life of the grant funding, we project that we will engage 110 new program participants beyond our current program enrollments and experience an average completion rate of approximately 80% between all programs, delivering approximately 94 new graduates into the workforce. These programs are expected to continue operating at the elevated year 2 levels into the foreseeable future, creating 110 additional participants per two-year cycle, resulting in 330 new participants by 2028 and over 260 graduates into the workforce, thus extending the return on investment of this funding. One goal of the “Retention and Completion Specialist” is to increase the students’ overall success rates.

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

Begin Date: Fall 2022

End Date: Summer 2024

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

At the conclusion of the funding cycle, the vocational trades programs included in the Seminole State College Reignite the Trades initiative will be self-sustaining between a combination of operating funds, tuition/fee revenue, and industry partnerships. The funding allocated to this initiative will expand on our already thriving model for vocational training and allow for the rapid scaling of our model, currently in place for our HVAC/R program, into other CTE programs. The funding will also allow us to rapidly launch a new Carpentry CTE program and establish a stable foundation for future growth of the program beyond the life of the grant. The funding allocated through this grant will allow for the creation of additional cohort tracks leveraging an evening, weekend, and hybrid meeting pattern to meet the immediate workforce needs of our regional construction and manufacturing industries. The new cohort tracks will be continued into the future following the conclusion of this funding cycle. We anticipate that operational costs established through this initiative will be sustained through an internalization of position costs into operating expenses and through the sustained partnerships established with industry and community partnerships resulting from the scope of work outlined within this proposal.

- 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.*

Through this multi-faceted approach to enhance vocational training, our focus on workforce development will result in program graduates securing industry recognized credentials and value-added education certificates that will enhance employability for program completers and improve workforce capabilities for our industry partners. In addition to the program-specific credentials listed in the table below, program completers will be eligible to sit for the journeyman's licensure examination through our partnership with Brevard County following the completion of 4,000 labor hours within their respective fields (applicable to licensable trades). Additionally, program completers will be provided with an orientation and invitation to apply to additional post-secondary education programs at Seminole State College including our Associate in Science (A.S.) degrees in Construction and Building Construction Technology, Bachelor of Science (B.S.) in Construction, A.S. in Architectural Engineering Technology, and our Associate

in Science (A.S.) or Certificate program in Computer-Aided Design. Through these additional post-secondary education opportunities and progressive licensure and career advancement, it is reasonable to expect that program graduates could attain a salary range in excess of \$25 per hour or \$52,000 per year within five years.

Program	CIP Code	Graduate Credentials	Projection Program Completion Rate
Carpentry	646020117	OSHA 10 Safety Certification CPR/First Aid 2yr Certification Career Certificate - Carpentry	80%
Electrician Helper	646030202	OSHA 10 Safety Certification CPR/First Aid 2yr Certification Career Certificate - Electricity	75%
HVAC/R 1	615050111	OSHA 10 Safety Certification CPR/First Aid 2yr Certification Career Certificate - HVAC/R 1	80%
HVAC/R 2	615050112	OSHA 10 Safety Certification CPR/First Aid 2yr Certification Career Certificate - HVAC/R 2	90%
Plumbing	646050312	OSHA 10 Safety Certification CPR/First Aid 2yr Certification Career Certificate - Plumbing	80%

I. Does this project have a local match amount? If yes, please describe the entity providing the match and the amount. (Do not include in-kind.)

Yes, Seminole State College has secured a \$250,000 legislative funding allocation for equipment purchases to supplement existing HVAC, Electrical, and Plumbing lab elements. This funding is being leveraged to update existing equipment to secure new equipment for our training labs that will result in increased relevancy of our on-site training programs.

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

Please see Attachment B for letters of support.

3. Program Budget

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 \$ 1,745,144
 Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding Sources:

City/County	\$ 0
Private Sources	\$ 0

Other (grants, etc.)	\$ 250,000
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Total Other Funding	\$ 250,000
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B. Workforce Training Project Costs:

Equipment	\$ 838,575
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Personnel	\$ 816,569
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Facilities	\$ 70,000
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Tuition	\$ 225,000
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Training Materials	\$ 25,000
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Other (travel)	\$ 20,000
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Total Project Costs	\$ 1,995,144
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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.

Equipment (\$838,575)

Grant funding will be spent to acquire instructional equipment including:

HVAC/R Equipment (\$135,000)

- Residential Condenser and Air Handler Lab (\$60,000) - Up to 10 Air Handler/Condenser pairings to provide a variety of manufacturer types including heat pump and non-heat pump models
- Hydro Olefin Lab (Refrigerants/Flammable) (\$50,000)
- Ductwork Lab (\$25,000) - Sheet metal break, drive bender, pittsburgh, radius roller, duct fabrication tools, grooving ductboard machine.

Plumbing Equipment (\$153,575)

Piping Learning System, Piping Hand Tool Package, Pipe/Hose Machine Package, Pipe Storage Rack, Consumables Package, Centrifugal Pump Learning System, Pumps Hand Tool Package, Corrosion Inhibitor, Centrifugal Pump Fundamentals Training System Plus, Valve Packing Trainer, Flange & Gasket Training System, Lock out/Tag out Trainer (Double Block & Bleed)

Electrical Equipment (\$150,000)

Amitrol Environmental Training Simulators, Hamden Motor Control Training Simulators, Electric Motor Control Training and Troubleshooting, AC Variable Frequency Drives and Troubleshooting, Load Trainer Simulators

Carpentry Equipment (\$150,000)

Flatbed Plotter, Dual Column Band Saw, Finish/Trim Carpentry Tool Sets, Planer/Moulder with Stand

Multi-discipline Commercial Systems Project Lab (\$250,000)

Secured through other funding (\$250,000 special legislative funding) Commercial Kitchen joint-use lab to simulate the installation of a new construction commercial kitchen. The multi-trade design of this space will integrate the comprehensive scope of work of a new construction installation allowing for students to demonstrate mastery of their respective trade skills in a simulation real-world application while gaining exposure to the order of construction on a commercial construction job site and learning about the impact of each trade's work on the larger composite project.

Personnel (\$816,569)

All personnel provide direct project support over the lifespan of the grant. All salaries are established by the Seminole State College Non-Bargaining Unity Salary Schedule 2020 – 2021, in effect at the time of proposal. Subsequent year salary and benefit calculations are based upon a 3% salary growth rate per year. Benefit costs calculations provided are consistent with current practices and calculation rates in effect at Seminole State College at the time of this proposal.

Coordinator, Workforce Engagement - C50, Career Service, non-exempt full-time 12-month position. Example functions include extensive initiatives to promote industry and community engagement with Seminole State College Vocational Trades programs. Establishes and maintains industry advisory boards, fosters contractor partnerships, develops, and delivers program marketing and recruitment initiatives, identifies

opportunities for site visits for student field learning.

Retention and Completion Specialist, Workforce Programs - C50, Career Service, non-exempt full-time 12-month position. Example functions include student registration and onboarding operations, program advising, application and documentation support, student academic progress monitoring, program requirement and testing verification, degree audits, graduation audits.

Reports Coordinator, Workforce Programs - C50, Career Service, non-exempt full-time 12-month position. Example functions include data collection and report generation, grant reporting and budget monitoring, requisition, and transaction processing, develops, distributes, and collects evaluation instruments, and delivers external evaluator data requirements.

Student Success Specialist, Workforce Programs - G18, Part-time career service. Example functions include internship placement, site visits, student performance monitoring and coaching, facilitation of skills-based workshops including career exploration, basic computer literacy, employability skills, soft and people skills, interviewing as it applies to trade hiring, assists in the delivery of adult basic education remediation workshops in association with program test requirements.

Part-time (adjunct) Instructional Faculty (5) - Hired based on credentialing requirements as outlined in the Seminole State College Faculty Credentialing Manual. Salaries aligned with part-time instructional salary schedule for non-college credit instruction. Part-time instructors will be hired to deliver hands-on lab-based experiential instruction and facilitate online theory-based instruction.

Assistant Instructors (2) - part-time instructional support staff to assist faculty in the facilitation of lab-based experiential instruction. Assistant Instructors will prepare laboratory experiences and assist with set-up, prep, and clean-up operations within instructional labs.

Facilities (\$70,000)

Funds will be utilized to modify existing HVAC Lab spaces for expansion to accommodate additional student stations, increasing cohort capacity for additional enrollments. Renovation allocations will also be made available to modify existing spaces for expansion of the HVAC Tools room and enhancements to existing rooms for electrical and carpentry lab equipment.

Tuition (\$225,000)

\$225,000 of funding to provide 50% tuition fee waivers for up to 100 students to support enrollment. This strategy will ensure that underemployed and unemployed populations will receive priority funding. HVAC/R, Electricity, and Plumbing are financial aid-eligible programs and these funds will be used as a last dollar option for applications. The carpentry CTE program, upon approval, will be submitted for consideration to become financial aid eligible. This funding will help to spur enrollment and support student tuition

funding needs.

Training Materials (\$25,000)

Funds are requested to purchase consumable student training materials and resources including, but not limited wiring, circuitry, sheet metal and duct fabrication materials, wood supplies and hardware, pipe and fittings, sealants and adhesives, and additional miscellaneous materials.

Other – Travel (\$20,000)

Travel funding requested to allow for travel to other training centers and technical schools to review innovations in facilities design for technical educational and to learn about emerging high-yield instructional practices within the vocational education field. Funds also provide for in-district and regional travel for the Community Engagement Coordinator for forge community and industry partnerships and to establish program opportunities for student workforce engagement.

Budget Narrative			
Florida Job Growth Grant - Seminole State College of Florida			
<i>Reignite the Trades</i>			
	Year 1	Year 2	Grant Totals
PERSONNEL			
Non-Exempt (C50) full-time support staff position: Coordinator, Workforce Engagement	\$ 38,872	\$ 40,038	\$ 78,910
<i>Employee Benefits: Social Security and Medicare</i>	\$ 2,973	\$ 3,063	\$ 6,036
<i>Employee Benefits: Retirement</i>	\$ 4,144	\$ 4,268	\$ 8,412
<i>Employee Benefits: Other Benefits, Taxable</i>	\$ 565	\$ 582	\$ 1,147
<i>Employee Benefits: Life, Health, and Dental</i>	\$ 9,806	\$ 10,100	\$ 19,906
<i>Employee Benefits: Workers Compensation</i>	\$ 545	\$ 562	\$ 1,107
Non-Exempt (C50) full-time support staff position: Retention and Completion Specialist.	\$ 38,872	\$ 40,038	\$ 78,910
<i>Employee Benefits: Social Security and Medicare</i>	\$ 2,973	\$ 3,063	\$ 6,036
<i>Employee Benefits: Retirement</i>	\$ 4,144	\$ 4,268	\$ 8,412
<i>Employee Benefits: Other Benefits, Taxable</i>	\$ 565	\$ 582	\$ 1,147
<i>Employee Benefits: Life, Health, and Dental</i>	\$ 9,806	\$ 10,100	\$ 19,906
<i>Employee Benefits: Workers Compensation</i>	\$ 545	\$ 562	\$ 1,107
Non-Exempt (C50) full-time support staff position: Coordinator, Reports.	\$ 38,872	\$ 40,038	\$ 78,910
<i>Employee Benefits: Social Security and Medicare</i>	\$ 2,973	\$ 3,063	\$ 6,036
<i>Employee Benefits: Retirement</i>	\$ 4,144	\$ 4,268	\$ 8,412
<i>Employee Benefits: Other Benefits, Taxable</i>	\$ 565	\$ 582	\$ 1,147
<i>Employee Benefits: Life, Health, and Dental</i>	\$ 9,806	\$ 10,100	\$ 19,906
<i>Employee Benefits: Workers Compensation</i>	\$ 545	\$ 562	\$ 1,107

Non-Exempt (G18) part-time support staff position: Student Success Specialist: 25 hours/week, 48 weeks	\$ 21,936	\$ 22,594	\$ 44,530
<i>Employee Benefits: Social Security and Medicare</i>	\$ 1,678	\$ 1,728	\$ 3,406
<i>Employee Benefits: Retirement</i>	\$ 2,338	\$ 2,408	\$ 4,746
<i>Employee Benefits: Workers Compensation</i>	\$ 308	\$ 318	\$ 626
Part-time Instructional (Adjunct) Faculty	\$ 92,619	\$ 158,996	\$ 251,615
<i>Employee Benefits: Social Security and Medicare</i>	\$ 7,086	\$ 12,165	\$ 19,251
<i>Employee Benefits: Retirement</i>	\$ 9,872	\$ 16,947	\$ 26,819
<i>Employee Benefits: Workers Compensation</i>	\$ 1,302	\$ 2,235	\$ 3,537
Part-time Assistant Instructors	\$ 47,520	\$ 48,946	\$ 96,466
<i>Employee Benefits: Social Security and Medicare</i>	\$ 3,636	\$ 3,745	\$ 7,381
<i>Employee Benefits: Retirement</i>	\$ 5,065	\$ 5,217	\$ 10,282
<i>Employee Benefits: Workers Compensation</i>	\$ 668	\$ 688	\$ 1,356
Personnel (Salaries and Benefits) Subtotal	\$ 364,743	\$ 451,826	\$ 816,569
FACILITIES			
<i>Tool room expansion \$40,000...400 sq'</i>	\$ 40,000		\$ 40,000
<i>Existing lab retrofit \$30,000...no additional sq'</i>	\$ 30,000		\$ 30,000
Facilities Subtotal	\$ 70,000		\$ 70,000
EQUIPMENT			
<i>Residential lab equipment \$60,000.....2000 sq'</i>	\$ 60,000		\$ 60,000
<i>Hydro Olefin (new refrigerants, flammable) lab \$50,000...800 sq'</i>	\$ 50,000		\$ 50,000
<i>Ductwork lab, \$25,000...600 sq'</i>	\$ 25,000		\$ 25,000
HVAC/R Equipment Subtotal	\$ 135,000		\$ 135,000
<i>Piping Learning System</i>	\$ 13,313		\$ 13,313
<i>Piping Hand Tool Package</i>	\$ 1,612		\$ 1,612
<i>Pipe/Hose Machine Package</i>	\$ 16,913		\$ 16,913

<i>Pipe Storage Rack</i>	\$ 938		\$ 938
<i>Consumables Package for 950-PS1 (10)</i>	\$ 15,244		\$ 15,244
<i>Centrifugal Pump Learning System</i>	\$ 15,579		\$ 15,579
<i>Pumps Hand Tool Package</i>	\$ 999		\$ 999
<i>Corrosion Inhibitor</i>	\$ 454		\$ 454
<i>Centrifugal Pump Fund. Training Sys Plus</i>	\$ 12,953		\$ 12,953
<i>Valve Packing Training System Plus</i>	\$ 5,001		\$ 5,001
<i>Flange & Gasket Trainer</i>	\$ 21,249		\$ 21,249
<i>Lock Out/Tag Out Trainer (Dbl Block & Bleed)</i>	\$ 45,320		\$ 45,320
<i>On-Site Vendor Training</i>	\$ 1,000		\$ 1,000
<i>Equipment Installation</i>	\$ 3,000		\$ 3,000
<i>Plumbing Equipment Subtotal</i>	\$ 153,575		\$ 153,575
<i>Electrical Equipment Subtotal</i>	\$ 150,000		\$ 150,000
<i>Carpentry Equipment Subtotal</i>	\$ 150,000		\$ 150,000
<i>Multi-Discipline Commercial Systems Project Lab (using "Other" funds)</i>	\$ 250,000		\$ 250,000
<i>Equipment Subtotal</i>	\$ 838,575		\$ 838,575
OTHER - TRAVEL			
<i>Out of District Travel - Program leadership and instructional faculty travel to explore best practices in facility design and instructional practices</i>	\$ 10,000	\$ 10,000	\$ 20,000
TRAINING MATERIALS			
<i>Consumable instructional materials</i>	\$ 10,000	\$ 15,000	\$ 25,000
PROJECT TOTALS			
Personnel (Salaries and Benefits)	\$ 364,743	\$ 451,826	\$ 816,569
Facilities	\$ 70,000		\$ 70,000
Equipment	\$ 588,575		\$ 838,575
Other - Travel	\$ 10,000	\$ 10,000	\$ 20,000
Training Materials	\$ 10,000	\$ 15,000	\$ 25,000
Tuition Assistance	\$ 150,000	\$ 75,000	\$ 225,000
Annual Totals	\$1,443,318	\$ 551,826	\$ 1,995,144

Total Project Funding			\$ 1,995,144
Matching Funds			\$ (250,000)
Total Amount Requested			\$ 1,745,144

4. Approvals and Authority

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

President has authorization to approve contracts - SSC policy 5090, A.

The President is authorized to sign on behalf of and without further approval from the District Board of Trustees, all documents, agreements, contracts and instruments of payment and conveyance pursuant to College policy as specified herein and any other College policy or procedure. This authority is in addition to authority given to any other authorized party that may sign on behalf of the District Board of Trustees, as listed in any other College policy or procedure. The President is authorized to delegate this signature authority in writing to a specific person or persons to promote the orderly and efficient operation of the College.

There is a related contracts procedure, 5.0900 to further clarify how the grant award shall be written:

The term "Contract" shall have the meaning given to it in College policy 5.090. All Contracts must be in writing and must designate "the District Board of Trustees of Seminole State College of Florida" or "Seminole State College of Florida" as the party to the Contract. All Contracts must be approved by the Office of Legal Affairs and must be signed by either the President (or designee) or the District Board of Trustees. Designations of signature authority from the President must be set forth in College policy or procedure, or in a separate writing signed by the President.

- 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.*

President has authority, but included is the trustee schedule:

- December 9, 2021 - AM TBD - SLM/TBD
- January 24, 2022 - 9:00 a.m., W200 and Livestreamed
- February 21, 2022 - 2:00 p.m., W200 and Livestreamed
- March 21, 2022 - 2:00 p.m., W200 and Livestreamed
- April 18, 2022 - 2:00 p.m., W200 and Livestreamed
- May 16, 2022 - 2:00 p.m., W200 and Livestreamed
- June 20, 2022 - 2:00 p.m., W200 and Livestreamed
- July 18, 2022 - 2:00 p.m., W200 and Livestreamed

- ii. *State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.*

The entity would likely be willing, but not necessary based on policy and procedure.

- 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.*

President has authorization to approve contracts- SSC policy 5090, B:

The President is authorized to sign on behalf of and without further approval from the District Board of Trustees, all documents, agreements, contracts and instruments of payment and conveyance pursuant to College policy as specified herein and any other College policy or procedure. This authority is in addition to authority given to any other authorized party that may sign on behalf of the District Board of Trustees, as listed in any other College policy or procedure. The President is authorized to delegate this signature authority in writing to a specific person or persons to promote the orderly and efficient operation of the College.



November 5, 2021

Dr. Georgia Lorenz
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

Dear Dr. Lorenz:

I, along with all of Wharton-Smith want to take this time to recognize Seminole State as a key education partner. We stand behind Seminole State College applying for a Florida Job Growth grant to support workforce programs in the areas of construction trades. Here at Wharton-Smith we are aware of the need for qualified, skilled employees and support the efforts of Seminole State College to continue to provide education and training for those students. In today's time, we are facing critical shortages of construction and trades employees. We share in the need to grow the programs that will produce talented workers critical to our industry and the communities we serve. This funding is integral to addressing the current and future shortages.

Wharton-Smith is a proud supporter of Seminole State College and employs many of the college's students as interns and graduates full time. We are very involved in an industry advisory role, as well as supporting the curriculum and classroom enrichment We will continuously support Seminole State College in its efforts to grow and improve its programs in the construction industry.

Do not hesitate to call me with any questions related to the legislative priorities. Please do what you can to ensure funding for this much-needed infrastructure improvement.

Sincerely,

Timothy S. Smith
Executive Vice President
Wharton-Smith, Inc.

Date: 11.10.21

Dr. Georgia Lorenz
President
Seminole State College of Florida
100 Weldon Boulevard
Sanford, FL 32773

Dear Dr. Lorenz:

I want to take this time to recognize and thank one our key education partners and ask for support for their projects. Seminole State College is applying for a Florida Job Growth grant to support workforce programs in the areas of construction trades. We are keenly aware pf the need for qualified, skilled employee and support the efforts of Seminole State College to assist in these efforts. We employ many of Seminole State's interns and graduates at our company with competitive pay rates usually for more than \$23/hour and with competitive benefits. We are facing critical shortages of construction and trades employees and desperately need to grow those programs that will bring us talented workers. Seminole State College is that source, and we support funding for their campus.

We have enjoyed a rich relationship with the College and are impressed with the quality of graduates that come from their programs. Recently, the construction, engineering and design program received national recognition in the DBIA (Design Build Institute of America) contest, beating out other 4-year universities to claim the top prize. This is almost unheard of in the community/state college ranks and speaks to the quality of graduates at Seminole State and the workforce they provide in Central Florida.

With our shortages, and their need to grow, this funding makes perfect sense. These are the types of projects that, when funded, produce the results needed in the State of Florida.

Please do not hesitate to call me with any questions related to their legislative priorities, and please do what you can to ensure funding for this much needed infrastructure improvement.

To say that we are proud partners of Seminole State College is an understatement. Let's grow our workforce pipeline that is so desperately needed.

Sincerely,



Carson Brownell
Sr. Vice President | Partner

November 11, 2021

Dr. Georgia Lorenz
President
Seminole State College
100 Weldon Boulevard
Sanford, FL 32773

Dr. Lorenz,

For many years, S.I. Goldman Company, Inc. has partnered with Seminole State College on many fronts. As a Seminole County based construction firm, we understand the labor challenges and the need for a strengthened pipeline of industry professionals. To that end, we fully support Seminole State College and their pursuit of the Florida Job Growth Grant.

As Central Florida continues to grow, the need to enhance and expand our infrastructure in support of this increasing development is tremendous. In order to participate in this growth, we seek construction professionals at every level, including field, technical and office staff. Our connection with Seminole State College allows us to connect with potential interns and new hires to fill these critical roles.

As a longtime partner and supporter of Seminole State College, we applaud their efforts to provide our local economy with qualified candidates. We continue to support and participate with the Seminole State College Construction Industry Advisory Board and have seen firsthand the expansion and benefits of the Construction Education Program. This is a much-needed effort and one that we will continue to support.

If you have any questions, you can reach me at 407-830-5000.

Sincerely,



Roy L. Burkett
President
S.I. Goldman Company, Inc.