



# NORTHWEST FLORIDA STATE COLLEGE

100 College Boulevard • Niceville, FL 32578-1295 • (850) 678-5111 • [www.nwfsc.edu](http://www.nwfsc.edu)

April 6, 2018

Honorable Don Gaetz, Chairman  
Triumph Gulf Coast, Inc.  
Attn: Susan Skelton, Executive Director  
P.O. Box 12007  
Tallahassee, Florida 32317

Chairman Gaetz:

Please find enclosed Northwest Florida State College's Application for funds for the **NWF Triumph Trifecta Project**. Research demonstrates that skilled talent is the key to productivity improvements, higher wages, innovation and increased economic prosperity. The NWF Triumph Trifecta project will build a sustainable pipeline of skilled talent to power existing and emerging industries that drive prosperity and competitiveness for the region. The College's approach provides for maximum flexibility so that talent can quickly be connected where it is needed most or rapidly up-skilled to match market demand, thus providing sustainable, transformational economic impact for the region. Thus, the College intends to create three Centers of Excellence:

- The Advanced Technology Center of Excellence, located in Crestview;
- The Simulated City Center of Excellence, located in DeFuniak Springs; and
- The Health Sciences Center of Excellence, co-located on the Niceville and Fort Walton Beach campuses.

The Centers of Excellence model creates a resource hub for industry best practices, innovative curriculum, top-notch faculty and seamless student success tracks around industry clusters. The Centers are designed to foster flexible and integrated learning in growing industries to provide work-ready talent.

"Our faculty and staff are committed to providing the best education and collegiate experience for our students. Together with our community partners, we are in an unrelenting pursuit to transform the economy of Northwest Florida by providing the future workforce and closing the educational attainment gap – one student, one opportunity, one possibility at a time."

We appreciate the opportunity to submit this application and are looking forward to providing any additional information.

Sincerely,

Dr. Devin Stephenson  
President, Northwest Florida State College

OFFICE OF THE PRESIDENT | DR. DEVIN STEPHENSON

## **Applicant Information**

Name of Individual (if applying in individual capacity): \_\_\_\_\_

Name of Entity/Organization: Northwest Florida State College

Background of Applicant Individual/Entity/Organization: Please see Appendix A - Grant Application

Responses

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

Federal Employer Identification Number: 59-1214054

Contact Information:

Primary Contact Information: Cristie Kedroski

Title: Vice President, College Advancement

Mailing Address: 100 College Blvd., Niceville, FL 32578

Phone: (850) 729-5357

Email: kedroski@nwfsc.edu

Website: www.nwfsc.edu

Identify any co-applicants, partners, or other entities or organizations that will have a role in the proposed project or program and such partners proposed roles.

Northwest Florida State College (the College) is the sole applicant for this grant. The College partners with a

variety of entities in the proposed project.

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

Total amount of funding requested from Triumph Gulf Coast: \$18,735,145.10

Has the applicant in the past requested or applied for funds for all or part of the proposed project/program?

☐ Yes      ☒ No

If yes, please provide detailed information concerning the prior request for funding, including:

- the date the request/application for funding was made;
- the source to which the request/application for funding was made,
- the results of the request/application for funding, and
- projected or realized results and/or outcomes from prior funding.

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

Describe the financial status of the applicant and any co-applicants or partners:

The College is a financially viable institution with a strong balance sheet and sound operations. Please see the

Feasibility Section on page 35 of Appendix A - Grant Application Responses.

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

In a separate attachment, please provide financial statements or information that details the financial status of the applicant and any co-applicants or partners.

Please see Appendix G - Contract Authority and Financial Statements.

Has the applicant or any co-applicants, partners or any associated or affiliated entities or individuals filed for bankruptcy in the last ten (10) years?

☐ Yes      ☒ No

If yes, please identify the entity or individual that filed for bankruptcy and the date of filing.

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

## **Eligibility**

Pursuant to Section 288.8017, Triumph Gulf Coast, Inc. was created to make awards from available funds to projects or programs that meet the priorities for economic recovery, diversification, and enhancement of the disproportionately affected counties. The disproportionately affected counties are: Bay County, Escambia County, Franklin County, Gulf County, Okaloosa County, Santa Rosa County, Walton County, or Wakulla County. *See*, Section 288.08012.

1. From the choices below, please check the box that describes the purpose of the proposed project or program (check all that apply):

- ☐ Ad valorem tax rate reduction within disproportionately affected counties;
- ☐ Local match requirements of s. 288.0655 for projects in the disproportionately affected counties;
- ☐ Public infrastructure projects for construction, expansion, or maintenance which are shown to enhance economic recovery, diversification, and enhancement of the disproportionately affected counties;
- ☐ Grants to local governments in the disproportionately affected counties to establish and maintain equipment and trained personnel for local action plans of response to respond to disasters, such as plans created for the Coastal Impacts Assistance Program;
- ☒ Grants to support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. Eligible programs include those that increase students' technology skills and knowledge; encourage industry certifications; provide rigorous, alternative pathways for students to meet high school graduation requirements; strengthen career readiness initiatives; fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors; and, similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission of Education, encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties;
- ☒ Grants to support programs that provide participants in the disproportionately affected counties with transferable, sustainable workforce skills that are not confined to a single employer; and
- ☐ Grants to the tourism entity created under s. 288.1226 for the purpose of advertising and promoting tourism and Fresh From Florida, and grants to promote workforce and infrastructure, on behalf of all of the disproportionately affected counties.

2. Provide the title and a detailed description of the proposed project or program, including the location of the proposed project or program, a detailed description of, and quantitative evidence demonstrating how the proposed project or program will promote economic recovery, diversification, and enhancement of the disproportionately affected counties, a proposed timeline for the proposed project or program, and the disproportionately affected counties that will be impacted by the proposed project or program.

Northwest Florida's Triumph Trifecta project seeks to establish three Centers of Excellence - Advanced Technology, Simulated City, and Health Sciences. These academic programs enhance economic diversification by supporting the workforce needs in the targeted industries of Aerospace & Defense and Manufacturing, as well as Energy, Architecture and Construction; Agriculture, Food, and Natural Resources; and Health Care. The academic programs will be located in Okaloosa and Walton Counties, but will support the skilled talent pool throughout Northwest Florida, benefiting all disproportionately affected counties in the region. The project period spans five years and seeks an investment of \$18.7 million for start-up costs to create 38 new workforce programs, including 15 associate degrees and 23 certificate/PSAV programs. The Triumph Trifecta project will deliver nearly 1,000 credentialed individuals (985) in the targeted industries with a 2.5:1 ROI and an impact of more than \$65 million in just five years. Please see Appendix A - Grant Application Responses.

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

3. Explain how the proposed project or program is considered transformational and how it will effect the disproportionately affected counties in the next ten (10) years.

Please see Appendix A - Grant Application Responses, pages 32-34.

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

4. Describe data or information available to demonstrate the viability of the proposed project or program.

Please see Appendix A - Grant Application Responses, pages 34-36.

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

5. Describe how the impacts to the disproportionately affected counties will be measured long term.

Please see Appendix A - Grant Application Responses, pages 36-38.

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

6. Describe how the proposed project or program is sustainable. (Note: Sustainable means how the proposed project or program will remain financially viable and continue to perform in the long-term after Triumph Gulf Coast, Inc. funding.)

Please see Appendix A - Grant Application Responses, pages 38-39.

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

7. Describe how the deliverables for the proposed project or program will be measured.

Please see Appendix A - Grant Application Responses, pages 39-41.

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

### **Priorities**

1. Please check the box if the proposed project or program will meet any of the following priorities (check all that apply):

- ☒ Generate maximum estimated economic benefits, based on tools and models not generally employed by economic input-output analyses, including cost-benefit, return-on-investment, or dynamic scoring techniques to determine how the long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.
- ☒ Increase household income in the disproportionately affected counties above national average household income.
- ☒ Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.

- ☐ Partner with local governments to provide funds, infrastructure, land, or other assistance for the project.
- ☐ Benefit the environment, in addition to the economy.
- ☒ Provide outcome measures.
- ☒ Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.
- ☒ Are recommended by the board of county commissioners of the county in which the project or program will be located.
- ☒ Partner with convention and visitor bureaus, tourist development councils, or chambers of commerce located within the disproportionately affected counties.

2. Please explain how the proposed project meets the priorities identified above.

Please see Appendix A - Grant Application Responses, pages 41-45.

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

3. Please explain how the proposed project or program meets the discretionary priorities identified by the Board.

Please see the Discretionary Priorities section in Appendix A - Grant Application Responses, pages 45-48.

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

4. In which of the eight disproportionately affected county/counties is the proposed project or program located? (Circle all that apply)

Escambia   Santa Rosa   Okaloosa   Walton   Bay   Gulf   Franklin   Wakulla

5. Was this proposed project or program on a list of proposed projects and programs submitted to Triumph Gulf Coast, Inc., by one (or more) of the eight disproportionately affected Counties as a project and program located within its county?

☐ Yes ☒ No

If yes, list all Counties that apply: \_\_\_\_\_

6. Does the Board of County Commissioners for each County listed in response to question 5, above, recommend this project or program to Triumph?

☒ Yes ☐ No

Note: The Triumph Trifecta project has received Walton County endorsement. A request has been sent to Okaloosa County and the College anticipates a recommendation letter before the end of April.

**\*\*Please attach proof of recommendation(s) from each County identified.**

### **Approvals and Authority**

1. If the Applicant is awarded grant funds based on this proposal, what approvals must be obtained before Applicant can execute an agreement with Triumph Gulf Coast, Inc.?

None.

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

2. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and Triumph Gulf Coast:

A. Provide the schedule of upcoming meetings for the group for a period of at least six months.

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

Not applicable.

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

3. Describe the timeline for the proposed project or program if an award of funding is approved, including milestones that will be achieved following an award through completion of the proposed project or program.

Please see the page 32 in Appendix A - Grant Application Responses.

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

4. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity applying for funding. 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. In addition, please attach any support letters from partners.

Please see Appendix G - Contract Authority and Financial Statements.



## **Funding and Budget:**

Pursuant to Section 288.8017, awards may not be used to finance 100 percent of any project or program. An awardee may not receive all of the funds available in any given year.

1. Identify the amount of funding sought from Triumph Gulf Coast, Inc. and the time period over which funding is requested.

The College seeks \$18,735,145.10 over a 5 year performance period.

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

2. What percentage of total program or project costs does the requested award from Triumph Gulf Coast, Inc. represent? (Please note that an award of funding will be for a defined monetary amount and will not be based on percentage of projected project costs.)

The College is requesting 31% (\$18.7M) from Triumph Gulf Coast Inc. based on a total project cost of \$60M.

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

3. Please describe the types and number of jobs expected from the proposed project or program and the expected average wage.

Please see Appendix B - Proposed Program and Associated Occupations with SOC Codes.

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

4. Does the potential award supplement but not supplant existing funding sources? If yes, describe how the potential award supplements existing funding sources.

☒ Yes    ☐ No

The funds requested from Triumph Gulf Coast will supplement, not supplant, public and private sector funding. The College proposes to establish new programs that currently do not have a dedicated source of funding. Florida PECO funds have been secured to support the College's \$13.8M renovation project of the Niceville Campus Health Sciences building, of which (\$12.5M is PECO and \$1.3M is requested from Triumph). Triumph Gulf Coast funds will supplement and not supplant the PECO funds.

5. Please provide a Project/Program Budget. Include all applicable costs and other funding sources available to support the proposal. Please see Appendix D - Detailed Project Budget.

### A. Project/Program Costs:

Example Costs (Note: Not exhaustive list of possible Cost categories.)

Construction	\$ _____
Reconstruction	\$ _____
Design & Engineering	\$ _____
Land Acquisition	\$ _____
Land Improvement	\$ _____
Equipment	\$ _____
Supplies	\$ _____
Salaries	\$ _____

Other (specify) \$ \_\_\_\_\_

Total Project Costs: \$ \_\_\_\_\_

**B. Other Project Funding Sources:**

Example Funding Sources (Note: Not an exhaustive list of possible Funding Sources.)

City/County \$ \_\_\_\_\_

Private Sources \$ \_\_\_\_\_

Other (e.g., grants, etc.) \$ \_\_\_\_\_

Total Other Funding \$ \_\_\_\_\_

**Total Amount Requested:** \$ \_\_\_\_\_

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

**C. Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding and any other pertinent budget-related information.**

Please see Appendix D - Detailed Project Budget.

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

Applicant understands that the Triumph Gulf Coast, Inc. statute requires that the award contract must include provisions requiring a performance report on the contracted activities, must account for the proper use of funds provided under the contract, and must include provisions for recovery of awards in the event the award was based upon fraudulent information or the awardee is not meeting the performance requirements of the award.

☒ Yes      ☐ No

Applicant understands that awardees must regularly report to Triumph Gulf Coast, Inc. the expenditure of funds and the status of the project or program on a schedule determined by Triumph Gulf Coast, Inc.

☒ Yes      ☐ No

Applicant acknowledges that Applicant and any co-Applicants will make books and records and other financial data available to Triumph Gulf Coast, Inc. as necessary to measure and confirm performance metrics and deliverables.

☒ Yes      ☐ No

Applicant acknowledges that Triumph Gulf Coast, Inc. reserves the right to request additional information from Applicant concerning the proposed project or program.

☒ Yes      ☐ No

## **ADDENDUM FOR WORKFORCE TRAINING PROPOSALS**

### **1. Program Requirements**

- A. Will this proposal supports programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties? If yes, please identify where the campuses are located and provide details on how the proposed programs will prepare students for future occupations and at which K-20 institutions that programs will be provided.

☒ Yes ☐ No

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Please see page 2 on Appendix F - Addendum for Workforce Training Proposals.

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

- B. Will the proposed program (check all that apply):

- ☒ Increase students' technology skills and knowledge
- ☒ Encourage industry certifications
- ☒ Provide rigorous, alternative pathways for students to meet high school graduation requirements
- ☒ Strengthen career readiness initiatives
- ☒ Fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors
- ☒ Encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties (similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission on Education)

For each item checked above, describe how the proposed program will achieve these goals

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Please see Table 2F on page 30 in Appendix F - Addendum for Workforce Training Proposals.

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

- C. Will this proposal provide participants in the disproportionately affected counties with transferable, sustainable workforce skills but not confined to a single employer? If yes, please provide details.

☒ Yes ☐ No

Please see page 31 on Appendix F - Addendum for Workforce Training Proposals.

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

- D. Identify the disproportionately affected counties where the proposed programs will operate or provide participants with workforce skills.

Please see page 31 on Appendix F - Addendum for Workforce Training Proposals.

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

- E. Provide a detailed description of, and quantitative evidence demonstrating how the proposed project or program will promote:
- Economic recovery,
  - Economic Diversification,
  - Enhancement of the disproportionately affected counties,
  - Enhancement of a Targeted Industry.

Please see page 32 on Appendix F - Addendum for Workforce Training Proposals.

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

## 2. Additional Information

- A. Is this an expansion of an existing training program? Is yes, describe how the proposed program will enhance or improve the existing program and how the proposal program will supplements but not supplant existing funding sources.

☐ Yes ☒ No

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

- B. 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) where the training will be available.

Please see page 32 on Appendix F - Addendum for Workforce Training Proposals.

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

- C. Identify the number of anticipated enrolled students and completers.

Please see Table 4F on page 33 in Appendix F - Addendum for Workforce Training Proposals.

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

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

Please see Table 5F and 6F, beginning on page 34, in Appendix F - Addendum for Workforce

Training Proposals.

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

- E. Describe the plan to support the sustainability of the proposed program.

Please see page 4 of Appendix D - Detailed Project Budget .

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

- F. Identify any certifications, degrees, etc. that will result from the completion of the program.

Please see Table 6F, on page 36, in Appendix F - Addendum for Workforce Training Proposals.

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

- G. Does this project have a local match amount? If yes, please describe the entity providing the match and the amount.

☒ Yes

☐ No

Please see page 37 on Appendix F - Addendum for Workforce Training Proposals.

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

- H. Provide any additional information or attachments to be considered for this proposal.

Additional information provided upon request.

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

I, the undersigned, do hereby certify that I have express authority to sign this proposal on my behalf or on behalf of the above-described entity, organization, or governmental entity:

Name of Applicant: Northwest Florida State College

Name and Title of Authorized Representative: Dr. Devin Stephenson

Representative Signature: 

Signature Date: 4/8/18





**NORTHWEST FLORIDA  
STATE COLLEGE**

**Triumph Gulf Coast, Inc. Trust Fund  
Appendix A Grant Application Responses  
Submitted April 9, 2018**

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## **FUNDING & BUDGET**

*C. Provide detailed budget narrative- see Appendix D*

## **APPENDIX**

- B. Proposed Programs & Associated Occupations with SOC codes
- C. Facility Specifications
- D. Detailed Project Budget
- E. Letters of Support
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- G. Contract Authority & College Financial Statements ending June 30, 2017

2. Provide the title and a detailed description of the proposed project, location, detailed description of and quantitative evidence demonstrating how the proposed project or program will promote economic recovery, diversification, and enhancement of the disproportionately affected counties, timeline for the proposed project, and the disproportionately affected counties that will be impacted.

## Triumph Trifecta Project Overview

To stimulate economic growth in Okaloosa and Walton Counties, as well as the Northwest Florida Region, Northwest Florida State College (the College) proposes to support economic diversification by expanding the skilled talent pool for the targeted industries identified in the *Northwest Florida Forward Regional Strategy for Economic Transformation* including: Aerospace & Defense and Manufacturing, as well as Okaloosa and Walton County specific growth opportunities in Energy; Architecture and Construction; Agriculture, Food, and Natural Resources; and Health Care. The College respectfully requests a catalytic investment of \$18.7M over five years in its Triumph Trifecta project to establish three Centers of Excellence—Advanced Technology, Simulated City, and Health Sciences. The project will build the capacity of the College to **increase educational attainment and expand transformational, demand-driven workforce development** programs that address the unmet hiring needs of employers and fuel economic diversification and growth in the region. Taken together, the Triumph Trifecta project's targeted industries represent 11,629 jobs in Okaloosa and Walton Counties (36,869 for the Triumph Gulf Coast Region), or approximately 10% percent of jobs across the region.<sup>i</sup>

The project will establish 38 new workforce programs, including 15 associate degrees and 23 certificate/PSAV (post-secondary adult vocational)/applied technology diploma programs. By 2028, 3,031 individuals will earn a degree or certificate to be employed in the targeted industries, increasing their wage 267% of the minimum wage (\$28,787 additional income annually, averaging \$45,947 annual salary).<sup>ii</sup> At the end of the five-year grant period, the Triumph Trifecta project will yield a **2.5:1 ROI with a \$65.2M economic impact** in terms of wages alone for the project (inclusive of graduates and additional College faculty/staff required to implement the project). The potential opportunity costs of not investing in the Triumph Trifecta project is estimated at \$28.4M<sup>iii</sup> in lost wages alone in the first five years, not factoring in the additional expenditures for social support services and the reductions in tax revenues that could be potentially incurred. The total cost of the project over the five-year grant period is \$60,300,495 of which the College is requesting 31% (\$18,735,145) from the Triumph Gulf Coast Board in seed funding to establish

the new educational and training programs. The College has identified the remaining 69% (\$41,565,350) from public and private contributions. The project is fully self-sustaining after the five-year grant period.

Research demonstrates that **skilled talent is the key to productivity improvements, higher wages, innovation and increased economic prosperity**. The Triumph Trifecta project will build a sustainable pipeline of skilled talent to power existing and emerging industries that drive prosperity and competitiveness for the region. The College's approach provides for maximum flexibility so that talent can quickly be connected where it is needed or rapidly up-skilled to match market demand, thus providing sustainable, transformational economic impact for the region. The Centers of Excellence model creates a resource hub for industry trends, best practices, innovative curriculum, top-notch faculty and seamless student success tracks around industry clusters. The Centers are designed to foster flexible and integrated learning in growing industries to ultimately narrow the gap between employer workforce needs and the College's supply of work-ready graduates. The Advanced Technology Center of Excellence will be located in Crestview, and the Simulated City Center of Excellence will be located in DeFuniak Springs. The College initially proposed a Hospitality and Culinary Arts center in the pre-application process; however, upon deeper analysis of the best investment opportunity to support diversification and to drive economic growth for the region, the College is proposing a Health Science Center of Excellence instead of the Hospitality and Culinary Arts Center. The Health Sciences Center of Excellence will be co-located on the Niceville and Fort Walton Beach campuses to leverage existing resources and partnerships. The first academic programs will come online fall 2018, with the first graduates in spring 2020. All three Centers of Excellence will be operational by July 2019, with all programs implemented by spring 2023 providing the greatest ROI in an extraordinarily short amount of time.

## **Northwest Florida State College – Partner for Economic Growth**

Northwest Florida State College is uniquely positioned to play an integral role in the Northwest Florida Forward regional transformation strategy, spurring economic growth and diversity. Located in the coastal heart of the Florida panhandle, the College has earned a reputation for educational excellence and community involvement. As part of Florida's public system of 28 state and community colleges, the College offers bachelor's degree programs, associate degrees, and certificates. The College strives to provide students with a balance of transfer preparation, technical training, and adult studies. Current bachelor's

programs include a Bachelor of Applied Science degree program in Project Management, Bachelor of Applied Science in Management and Supervision, a Bachelor of Science degree in Nursing, three Bachelor of Science in Education degrees, and a Bachelor of Science Degree in Early Childhood Education, Birth through Four program. In addition to more than 96 different Associate degree and certificate programs, the college also provides adult basic education, high school equivalency instruction, English-as-a-Second-Language courses, non-credit continuing education, distance learning, dual enrollment for high school students, and customized training for business and industry.

The College's primary service district include Okaloosa and Walton Counties. The College operates six campuses and centers. In addition to the flagship Niceville Campus, the College operates a fully combined joint campus with the University of West Florida at the Fort Walton Beach Campus and full-time educational centers: Chautauqua Center in DeFuniak Springs, Robert L. F. Sikes Education Center in Crestview, South Walton Center in Santa Rosa Beach, and Hurlburt Field Center on Hurlburt Field.

Northwest Florida State College's student body comprises a variety of people of all ages and from all walks of life. They include high school graduates going directly to college, active duty military, separating veterans reorienting to civilian life, and people who are changing careers or returning to the workforce. Annual enrollment is 11,864 of which 9,423 are pursuing college credit and 2,441 are earning non-college credits. The College also serves a significant military population, with 19% (1,604) of the student body active or retired military. Students of the College receive an 18.3% rate of return on their investments of time and money.<sup>iv</sup>

In 2017, the College embarked on a new strategic direction under the leadership of a new president, Dr. Devin Stephenson. The strategic plan focuses on student centered success, career pathways, innovative partnerships, community connectivity and building the capacity of the College to be the first choice in higher education for Northwest Florida. Putting this plan into action, in 2017, the College experienced an 11% increase in headcount enrollment over the prior year and established 3 new programs. To fuel economic growth and increase educational attainment in the region, the College's strategic plan aims to establish more than 40 new programs over the next five years. These programs respond to the demand for high wage, growth industry jobs and will attract net new students into the higher education system.

In May, the College will celebrate its 53<sup>rd</sup> Commencement ceremonies. It is through a tradition of service and the dedication of faculty, staff and community partners that the College has positively impacted the lives of more than 380,311 students in various credit and non-credit programs. Additionally, more than 38,744 individuals have earned degrees or certificates from the college – and countless other students have received their start at the College before they transferred to another college or university to complete their degree. The **College generates \$29.8M in income to the Northwest Florida service area economy annually.**<sup>v</sup> Additionally, accumulated credits achieved by former students over the past 29 years translate to \$332.3M in added regional income each year due to the higher earnings of students and increased output of businesses.<sup>vi</sup>

Economic development and improved lives for the residents of Northwest Florida are the culmination of our mission. We deliver **outstanding educational programs that are relevant, accessible, and engaging for students of all ages and provide exceptional cultural, athletic, and economic development activities** for the communities served. In recognition of the College's efforts, for the fourth time in a row, the College was named a Top 150 U.S. Community College by the Aspen Institute, the nation's signature recognition of high achievement and performance among America's community colleges. Our passion and commitment to accomplishing our mission is the impetus for the Triumph Trifecta project.

## Defining Talent as Central to Economic Development

The Triumph Trifecta project aims to place the Northwest Florida region in front of the competition for business investment dollars, especially those that produce high wage jobs that are the foundation of a thriving middle class. Central to the College's approach is the issue of talent which is also recognized by the *Northwest Florida Forward, Regional Strategy for Economic Transformation* as the first goal of the strategic action plan.

Today, talent development is viewed as the linchpin to economic prosperity at the individual and community levels. Skill acquisition (education and training) improves an individual's social mobility, lessening the burden on public systems and provides a positive ripple effect through families and communities. A study of economic growth by the Cleveland Federal Reserve found that while there are several factors important

to economic growth, a **skilled workforce “contributes the most to growth in output, per capita income, and productivity”**.<sup>vii</sup>

A skilled talent pool is also a key factor in nearly every business location decision. The 2016 *Area Development Magazine*'s survey of Corporate Executives found that skilled labor was the number one factor in site selection.<sup>viii</sup> This key differentiator, skilled labor, is typically demarked by level of post-secondary attainment.<sup>ix</sup> Workforce projections show that the fastest-growing jobs in the state of Florida require postsecondary education and training. As a result, Florida's Governor has set a goal of 55% of Floridians ages 25-64 to hold a degree or postsecondary certificate by 2025. Currently, only 32% of Walton County residents and 38% of Okaloosa County residents hold an associates' degree or higher compared to 36% of Floridians and 37% nationally.<sup>x</sup> With strong high school completion rates (91% Okaloosa County and 85% Walton County), bridging the gap between high school and college and attracting adult learners to pursue post-secondary degrees and certifications can have a significant and relatively quick impact on the attainment rates thus supporting economic growth.

Okaloosa and Walton Counties comprise Florida Workforce Region 2 under the CareerSource Workforce Development Board. In 2015, the population in Region 2 was 267,059. Between 2005 and 2015, the Okaloosa and Walton Counties population grew by an estimated 12.3%.<sup>xi</sup> Walton County saw the greatest population growth between 2010-2015 (15.38% compared to 6.5% for the region and 7.8% for the State) and is forecasted to grow by 21% between 2015-2025.<sup>xii</sup> In addition to population growth, both Okaloosa and Walton Counties also experienced a high skilled labor shortage (job demand exceeds supply by at least 2.5% and up to 10%). All employment in Region 2 is projected to grow 1.2% over the next ten years, with occupations typically needing a 2-year degree or certificate forecasted to grow at a faster rate than those requiring a bachelor's degree (1.4% vs 1.2% per year respectively).<sup>xiii</sup> The average worker in the Region 2 earned annual wages of \$42,195 in 2017 compared to \$53,246 for the nation.<sup>xiv</sup> **The combination of growing population (more workers in the labor pool) and growth in middle and high skilled jobs provide the region with a ripe opportunity to increase wages and economic growth through education and training.**

The Triumph Trifecta project supports economic transformation through talent development by establishing new academic programs that address the projected unmet hiring needs of growing industries and build a

talent pipeline to attract new businesses. As such, the project is an integral component in helping the region build a “first class workforce development, retention and attraction system” as defined in the Northwest Florida Forward plan. An overview of the training components, degrees, and course specifications is provided later in this application with a detailed description in the Appendix F Addendum for Workforce Training Proposals.

## **Education and Training Unlocks Talent to Drive Economic Growth**

Fostering a highly skilled workforce requires education and training to build knowledge, skills, and abilities. These educational efforts can be mobilized to contribute significantly to economic growth and can be done in such a way as to both increase the rate of economic growth for a county or region and to increase economic opportunity and equity among individuals.<sup>xv</sup> Research affirms that “investing in people is perhaps the most effective long-term economic growth strategy. Training and education offer the best chance for workers to find well-paying, long-term employment while providing businesses with the talent they need to grow”.<sup>xvi</sup> Another study focused on what happens to regional GDP when one extra year is added to the average years of schooling among all employed workers in a metro area (10.5% increase in GDP) and for those with at least a high school diploma (17.4% increase in GDP).<sup>xvii</sup>

Across many studies, key players in almost every state and locality have identified education systems and institutions as critical for creating new and distinctive competitive advantage.<sup>xviii</sup> As such an educational institution, Northwest Florida State College is a major source of education and training for local and regional jobs, including providing quick response training that helps workers attain new skills and master changing technologies. Students who study at the College enter or re-enter the workforce with new skills. When those new skills are applied, those workers earn higher incomes than they would have otherwise (e.g., a home health aide who becomes a licensed practical nurse). Those skilled workers also raise business profits through their increased productivity. Together, the higher incomes and increased profits create even more income as they are spent in the economy.<sup>xix</sup>

Educational attainment and portable skills are essential in the current economy. Today’s jobs are more complex and more dependent on teams and technology. Workers are facing new challenges to upgrade their skills to keep their job and those without the skills to compete may not be finding jobs at all.<sup>xx</sup>



Northwest Florida State College works closely with key industries within the region to gain an in-depth understanding of the local economic and employment trends. The College offers a flexible mix of programs that prepares both learners entering the workforce for the first time and workers making transitions with the skills and credentials they will need to be employable, creating a robust workforce for existing and emerging industries. Closing both technical and soft skills gaps is good for employers, employees, students, and regional economies. The Triumph Trifecta project addresses the skills gap by creating 38 new technical skill development avenues and by embedding soft skills training across all general education core courses as well as career and technical education programs.

The Florida Chamber Foundation's *Florida Jobs 2030* report identified "the importance of employability skills such as communication, critical thinking, and problem solving..." as being in high demand by Florida employers.<sup>xxi</sup> The College is undertaking a comprehensive effort to ensure students have opportunities to acquire and practice employability skills and is adapting course content to prepare students for the new realities of the world of work. The *Florida Jobs 2030* report points out that "as technology continues to advance, and automation increasingly changes the world of work, strong employability skills will enable Floridians to interact critically with technology, collaborate effectively, and demonstrate agility as jobs and responsibilities continue to shift."<sup>xxii</sup>

The following skills have been identified as priorities and are already being embedded into courses and trainings at the College: verbal and written communication, collaboration, problem solving, creative thinking, data analysis, critical thinking, and inclusivity. As an example, the College is integrating career awareness and employability skills into its College Success class to support student pathways to credential completion and future workplace success. In addition, all students pursuing an Associate of Science degree are required to take 18 hours of general education courses. College faculty are currently redesigning all of the general education core courses to include employability skills. The career and technical education courses already have employability skills embedded. Furthermore, the College is focusing on designing a first-year experience for all students that focuses on employability skills which are specific to the student's chosen field. The College reviews and regularly updates the competencies taught based on those identified through research as being critical to employers and job success.

## Increasing Access and Attainment for Disadvantaged Residents

The College also plays a critical role in diversification of the talent base in terms of reducing employment barriers, increasing employability for specific groups, and in ensuring a diversified set of skills (i.e. entry-level to advanced) across the labor pool. Research has found that as a whole, community colleges also have an impact on creating access for a more diverse set of workers and learners which results in a whole host of benefits for individuals, the community, and the economy overall.<sup>xxiii</sup> The College is reflective of the community in which it serves, providing educational access and trainings for high school graduates and adult learners. As such, the range and diversity of programs, services and interventions provided by the College are designed to respond to local needs and opportunities.

Through outreach, diversified program offerings, case management and student support services, the College works to provide access to disadvantage residents. While the poverty rates in Okaloosa and Walton Counties are 17.6% and 13.8% respectively,<sup>xxiv</sup> 33% of students enrolled at the College are low-income and 14.7% of students are first-time college goers. The College reports 5% (478) of students reside within the zip code where 33% of residents are living below the poverty line (the highest concentrated poverty neighborhoods in Walton and Okaloosa Counties). Since 2013, the College has more than doubled the number of first-time colleges goers from 440 to 948 (115% increase). NWF State College students receive \$13.7M in financial aid annually, of which \$6.4M is awarded in the form of Federal Pell Grants (grants for students who have not previously earned a degree and demonstrate financial need). The College's tuition and fees are among the lowest in Florida of any public university or college (\$3,120 for NWF State College compared to \$3,443 national average and \$3,836 average Florida 2-year colleges).<sup>xxv</sup> The College also administers a Pacesetters Scholarship program to assist first time African-American male college goers, who graduated from a high school in either Okaloosa or Walton Counties, to attend the College. In the past 10 years, the Pacesetter's scholarship has awarded \$63,485 in scholarship funds in addition to college resources such as a dedicated advisor, mentors, and paid part-time coordinator.

The College also supports students with a pathway to higher education through dual enrollment in partnership with area high schools. A recent study found that dual enrollment programs "are associated with positive outcomes on such measures as high school graduation and college enrollment rates, college grade point averages and progress toward college completion."<sup>xxvi</sup> Dual enrollment programs have also been shown to increase access to higher education for disadvantaged students. Analyzing programs in

Florida specifically, the “researchers conclude that male and low-income students seem to glean a particularly strong benefit from the dual enrollment programs, while, on some measures, students with lower high school grades benefit more than students with higher grades.”<sup>xxvii</sup> Since 2013, the College has increased dual enrolled students by 15% to 1,517 students. In addition, the College is home to the Collegiate High School, located on the Niceville Campus that allows 285 motivated students in grades 10, 11, and 12 to complete a high school diploma and a college degree at the same time.

Beyond serving students who matriculate directly from high school, the College is uniquely positioned to serve adult learners. It is estimated that over three-quarters of the 2020 workforce is already in the labor pool, and they will need better skills and adaptability to better contribute to innovation-driven productivity growth.<sup>xxviii</sup> The College sees 65% of enrollment is over the age of 20 with an average student age of 25.1.<sup>xxix</sup> This reality means that in addition to recent high school graduates, we must ensure that adult learners increase their college attainment rates to higher levels to be competitive in the regional and state economy. Region 2 is home to a significant number of veterans (16.9% of the population are veterans ages 18-64 compared to 6.1% Florida and 5.5% U.S.).<sup>xxx</sup> Each year there are over 3,000 military men and women separating from the military and staying in the area, and an estimated 74% of the region’s military retirees are employed in a second career.<sup>xxxi</sup>

Thus, with its commitment to serving disadvantaged students through open access, providing the primary door to higher education in its service area; its diversified program offerings serving both traditional and nontraditional students; its financial aid support of students, including targeted support for minority and first generation students; and its student support services, Northwest Florida State College demonstrates a longstanding commitment to diversity and to providing opportunities to typically underserved populations. This commitment to higher education opportunities for all in the region undergirds and permeates the Triumph Trifecta project.

## **Triumph Trifecta Project Description**

The BP Deep Water Horizon oil spill was the worst disaster to befall Northwest Florida rippling through the economy and the environment. Tourism dropped over 20% and over 1500 businesses filed loss claims, zero significant new businesses moved in the area, and families were abruptly left without income. As devastating as the spill was, the BP settlement funds present a monumental opportunity to improve the

quality of life for Panhandle residents, to ensure environmental sustainability and to diversify the Northwest Florida economy for long-term economic growth.

In alignment with Northwest Florida State College's mission and core functions and in response to the catalytic opportunity presented by Triumph Gulf Coast, the College has developed a theory of change for its pivotal role in driving transformational economic growth in the region. This theory is rooted in the understanding of the critical importance of building the region's human capital for economic prosperity. Postsecondary degree attainment is essential for economic growth. Research conducted by the Florida Department of Economic Research and the Lumina Foundation estimated that 64 percent of Florida jobs will require some form of postsecondary education by 2021.<sup>xxii</sup> By expanding programs and certifications that are aligned to high demand and wage jobs, the College can attract, retain and graduate more students, thus increasing educational attainment and the pool of skilled workers. These workers earn more and are a key factor in attracting new industry and ultimately to growing and diversifying the economy.

*Figure 1 Triumph Trifecta Theory of Change*



The Triumph Trifecta project prepares students for occupations and careers by achieving the following goals and objectives.

***Goal 1: Increased educational attainment of Triumph Trifecta participants.***

- Objective 1.1: By 2023, establish 15 new associate's level degree programs and 23 certificate programs to support six industry clusters: aerospace and defense; manufacturing; architecture and construction; energy; agriculture, food, and natural resources; and health sciences.
- Objective 1.2: By 2023, produce 412 graduates from the new Triumph Trifecta programs earning associate's level degrees.
- Objective 1.3: By 2023, produce 573 graduates from the new Triumph Trifecta programs earning certificates.

***Goal 2: Increase wages and the socioeconomic mobility of Triumph Trifecta participants.***

- Objective 2.1: Increase individual average earnings of gainfully employed Triumph Trifecta graduates to at least 200% of the minimum wage.

***Goal 3: Provide demand-driven workforce development programs that addresses the unmet hiring needs of employers.***

- Objective 3.1: Sustain a 90% (or higher) employer satisfaction rate, as measured by employer satisfaction surveys, for Triumph Trifecta graduates' job readiness.
- Objective 3.2: Within one year of graduation, 80% of Triumph Trifecta graduates will be gainfully employed in the target industries.

***Goal 4: Support diversification of the Northwest Florida Region***

- Objective 4.1: By 2023, produce 985 college completers qualified for high-paying entry-level positions in targeted industries.
- Objective 4.2: Contribute to an increase in the number of new businesses in targeted industries.
- Objective 4.3: Contribute to an increase in the number of new jobs in targeted industries.

The Triumph Trifecta project creates new academic programs at the College and seeks to attract and graduate net new students with higher education credentials and degrees. As such, the College has set targets, and will be collecting baseline performance data at the outset of the project and tracking progress through the duration.

**Integrated Approach**

The College is an effective partner with local and regional development authorities, as well as businesses and industry, to ensure a coordinated effort in the preparation of Northwest Florida's workforce. The College plays a critical role in talent development to promote economic well-being, enhance quality of place opportunities, and ensure a vibrant community for area residents.

The College serves in leadership roles with distinguished economic and workforce agencies throughout Northwest Florida. These include the Okaloosa County Economic Development Council, the Walton Economic Development Alliance, CareerSource Okaloosa Walton, and Florida's Great Northwest, which is co-located on the main campus of Northwest Florida State College. Furthermore, the College is engaged with a number of industry associations, including the Manufacturer's Council of Northwest Florida and The Technology Coast Manufacturing and Engineering Network (TeCMEN), as well as the Crestview, Destin, Fort Walton Beach, Niceville Valparaiso, and Walton Area Chambers of Commerce. It is through these coordinated partnerships that Northwest Florida State College is preparing the workforce to meet the region's most immediate employment needs and build the workforce of tomorrow. The depth of these relationships showcase the commitment and engagement of the College with private industry to not only meet, but sustain Northwest Florida Forward's diversification agenda. <sup>xxxiii</sup>

## Market-Driven Programs

The Triumph Trifecta project utilizes a centers of excellence model to create a resource hub for industry trends, best practices, innovative curriculum, top-notch faculty and seamless student success track around industry clusters. The academic leadership at each of the centers of excellence will work closely with industry leaders to identify needs and develop relevant curriculum and provide insights about workforce issues and solutions within the industry focus. The centers are designed to foster flexible and integrated learning in growing industries to ultimately narrow the gap between employer workforce needs and the Colleges' supply of work-ready graduates. When all three centers are fully operational and at capacity, they will be a critical component of the region's strategy for sustaining an innovative and vibrant economy **producing 409 graduates annually earning an average salary of \$45,614** (see Appendix B and F).

Below is a description of each of the Triumph Trifecta Centers of Excellence and their potential economic impact. Detailed descriptions of the courses/credits, and a timeline of start dates is provided in Appendix F Addendum for Workforce Training Proposals. The College utilized Economic Modeling Specialists International's (EMSI) economic modeling data system as the primary data source along with the Florida Department of Economic Opportunity Regional Development Occupations List, Northwest Florida Forward Technical Report prepared by the University of West Florida's Haas Center, Florida Chamber Foundation's Florida Jobs 2030 report and the U.S. Department of Labor's Bureau of Labor Statistics. For all EMSI data points, the disproportionately affected counties comprising the Triumph region/area were used unless otherwise noted. The "service area" is defined as the College's service area that includes Okaloosa and Walton Counties. For ease of readability in this document, we have generalized the occupational family names, and in some instances combined degrees/certificates that had overlapping data. A full list of all the programs, associated occupations and data points can be found in Appendix B.

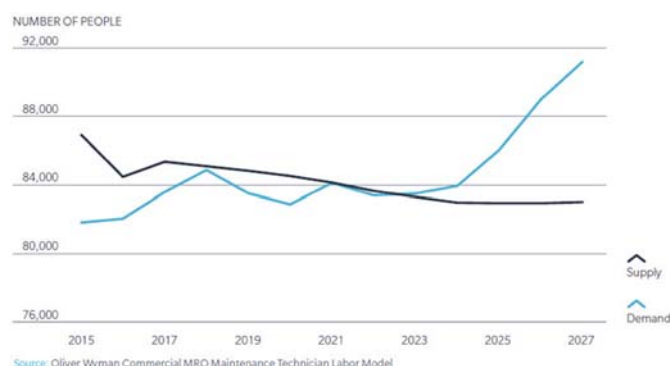
## Advanced Technology Center of Excellence

The Advanced Technology Center of Excellence (AT Center) will focus on building a pipeline of middle-skilled workers for the following targeted industry clusters: **1) aerospace and 2) manufacturing**. The Northwest Florida Forward strategic report (2017) and the West Florida Regional Planning Council Comprehensive Economic Development Strategy report (CEDS 2018) identify growth in aviation, aerospace and manufacturing industries, indicating that this COE's development of a skilled pipeline of

workers will contribute to the economic transformation that is the Triumph Board's goal. Aerospace, outside of the defense sector, continues to grow in the economy with demand for skilled workers heightened by the departure of baby boomers from the industry.

Significant projected regional growth opportunities include aircraft parts and auxiliary equipment manufacturing (27% growth rate/168 jobs) and aircraft manufacturing (36% growth rate/76 jobs) as well as robotics and unmanned vehicles. The national aviation industry estimates that in five years, the demand for mechanics will start outpacing supply and the gap is projected to continue widening at least through 2027, when it is expected to reach 9 percent (see Figure 2).<sup>xxxiv</sup>

Figure 2 *Forecasted U.S. Commercial MRO Maintenance Technician Demand & Supply*



The region is home to three commercial airports serving 3.3M passengers annually, and all three are categorized as strategic growth airports for the state. In addition, the need to keep increasingly sophisticated machinery functioning and efficient cuts across a variety of industries and continues to drive demand for middle-skills industrial maintenance technicians at a fast rate (13.1% regional growth rate compared to 11.3% national). A list of the occupations and growth rates targeted by the AT Center can be found on page 19 in Table 1.

As the demand for ground skills has increased in the aviation industry, so has the need for commercial pilots and pilot instructors. This demand is fueled by two factors. First, airlines are adding new routes and additional flights to meet the demand for more regional services, while at the same time there are a growing number of current pilots nearing the end of their careers with mandatory retirement at age 65. With an overall 4% growth rate, it's estimated that the airline industry will need 1,900 to 4,500 new pilots annually for the next 10 years.<sup>xxxv</sup> Job prospects are best with regional airlines and nonscheduled aviation services because entry-level requirements are lower and there is less competition than at major airlines.

The College's Advanced Technology Center will seamlessly connect high-quality career and technical education programs, a state of the art manufacturing facility, and industry partners to increase the number



of graduates primed for well-paying jobs in the community. The AT Center will be located in Crestview at the Crestview Technology Air Park in two 25,000 sq. ft. facilities that will be remodeled to accommodate the academic programs consisting of instructional offices, classrooms, shop spaces, and lab areas. Facility specifications are provided in Appendix C. The facilities have been secured as an in-kind donation (no-cost lease for five years) beginning August 2018. The College selected Crestview for its close proximity to military bases, rapidly growing population, and its accessibility with the convergence of Interstate 10, State Road 85, and U.S. Highway 90.

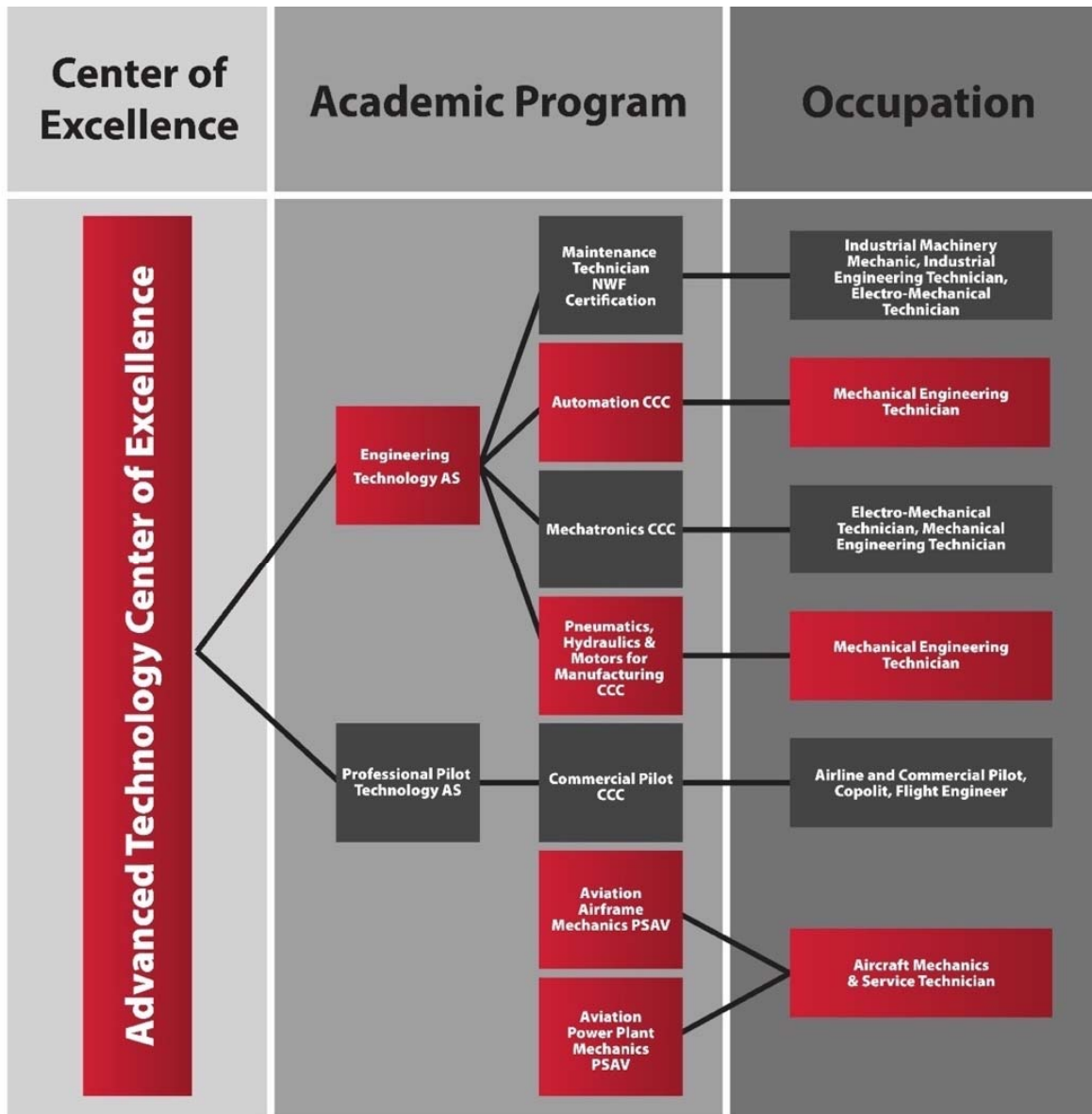
The AT Center consists of three programs. The **Aviation Mechanic Program** and the **Professional Pilot Technology Program** are career preparatory courses of study that support the industry clusters of aviation with transferrable skills to the transportation, distribution, and logistics industry cluster. The **Engineering Technology Program** supports the manufacturing industry cluster. Program tracks to careers for the AT Center are depicted in Figure 3, and are supported by the following academic programs: Aviation Maintenance, Professional Pilot Technology, Electronics, Pneumatic Hydraulics Motors, Advanced Manufacturing and Automation Mechatronics. These programs provide training for high-wage careers in aircraft maintenance, commercial pilot, industrial maintenance and robotics.

Aviation technicians are a linchpin in the aviation industry, ensuring that planes are ready for takeoff on time and all safety precautions are met. The AT Center features a Federal Aviation Administration Airframe and Powerplant (A&P) Mechanic Program that provides the necessary certifications for an A&P mechanic with an average starting salary of \$50,295. High-wage median salaries for certified A&P mechanics are \$56,990 annually, compared to the average wage in the area of \$42,276.<sup>xxxvi</sup> The Bureau of Labor Statistics lists the top 10% of Aircraft Maintenance Technicians earning more than \$76,660 a year.<sup>xxxvii</sup> While projected regional growth is not sizeable (-5%), the region currently is not producing enough trained workers to meet the demand in annual openings (see Table 1 below). For example in the Triumph region, there were 82 openings for Aviation Airframe Mechanics in 2017 and only 33 completers produced in the region.

The Professional Pilot Technology program provides the foundational certification to pursue careers as a charter, regional or major airline pilot. There are a number of pilot jobs projected to increase across various



Figure 3 Advanced Technology Center of Excellence Career Pathways



industries, especially in nonscheduled aviation services such as ambulance services, where pilots are needed to transfer patients to healthcare facilities. The national median annual wage for commercial pilots (excluding national and international airline pilots) was \$77,200 (\$36.99/hr) in May 2016. While in the Northwest Florida region as a whole, growth is not substantial (-1.3%), there are 50+ annual openings in the region and the average wage of \$45.88/hr is higher than the national average wage and almost double the average wage in the area. Walton County specifically is also projected to see a growth rate of 13%. There are no other colleges in the Panhandle offering an Associates in Science degree in Professional Pilot

Technology, with the closest program located in Jacksonville. Through the Triumph Trifecta Project, the College will reduce the barriers to entry into the field of aviation.

Engineering technology involves the hands-on application of technical expertise to engineering tasks in a wide range of industries. From building our region's infrastructure to making our transportation and energy systems more efficient, wherever scientists and engineers are found, so are engineering technicians and technologists. Engineering techs assist with setting up equipment, conducting experiments, and collecting data, or they may be involved in the design and development end of the process, using computer-aided design and drafting (CADD) equipment or constructing prototypes. In addition, today's manufacturers are using machine automation and controls to produce quality products faster and more efficiently and need skilled maintenance personnel to keep operations running smoothly. As these industrial applications become more and more complex, industries require a wide range of technicians with skills that cross a variety of disciplines. Advanced manufacturing incorporates elements of many different aspects of engineering to support complex, automated systems. The Northwest Florida Forward report cites supporting advanced manufacturing as a strategy under the business vitality goal. The report states that "In Northwest Florida, Advanced Manufacturing cuts across a number of clusters, including Aerospace and Defense, Chemical Products, Wood Products, Construction Products, and Textiles. Its importance stems from its capacity to support other key industries in the region, to help diversify the economic base, and to provide employment opportunities for a wide range of skill levels, ranging from middle skill production workers to engineers."

Through the Triumph Trifecta project, the College will expand its Engineering Technology Program. The program currently offers an Associates in Science degree with the following optional Engineering Technology specializations: Digital Design & Modeling, Digital Manufacturing, Maintenance Technician, and Mechanical Design & Fabrication. College Credit Certificates are also offered in CNC Machinist/Fabricator, Computer-Aided Design & Drafting, Digital Manufacturing Specialist, Engineering Technology Support and Rapid Prototyping Specialist. To support diversification and to meet growing demand, the Triumph Trifecta project will add the following specialization options: Pneumatic Hydraulics Motors, Advanced Manufacturing and Automation Mechatronics. The College will also add a new Civil Engineering program that will be housed under the Simulated City Center of Excellence discussed on page 19.

These new programs will prepare students to pursue and advance careers as electrical and electronic engineering technicians, electro-mechanical technicians, industrial engineering technicians and mechanical engineering technicians. According to EMSI Triumph regional data, the average annual salary for environmental engineering technicians is \$44,366; for civil engineering technician, \$51,688; and for industrial engineering technicians, \$53,352.

*Table 1 Advanced Technology COE Targeted Occupations*

*\*All data is for Triumph Disproportionately Affected Area unless otherwise noted.*

NWFS College Program	Occupational Family	2017 Jobs	Est. Annual Openings	2017-23 Projected Growth Service Area	2017-23 Projected Growth Triumph Region
Engineering Technology	General Engineering Technicians & Drafters, Business Operations Specialists	11,459	1,181	6%	7%
Industrial Maintenance	Industrial Machinery Mechanics, Industrial Engineering Technicians	700	80	10%	13%
Automation	Mechanical Engineering Technicians	55	6	6%	15%
Mechatronics	Mechanical Engineering Technicians, Electro-Mechanical Technicians	70	8	10%	13%
Pneumatics, Hydraulics & Motors for Manufacturing	Mechanical Engineering Technicians	55	6	6%	15%
Professional Pilot Technology	Airline Pilots, Copilots, and Flight Engineers	541	52	-4%	-1%
Commercial Pilot	Commercial Pilots	442	43	-4%	0%
Aviation Airframe Mechanics	Aircraft Mechanics & Service Technicians	1,049	82	-4%	-5%
Aviation Powerplant Mechanics	Aircraft Mechanics & Service Technicians	1,049	82	-4%	-5%

The AT Center is filling the gap between estimated annual openings and graduates produced to fill those openings plus growth potential (see Appendix B for complete list of occupations, Triumph Trifecta projected graduates as compared to openings and completers currently produced in the region). None of the aviation related programs AT Center programs are currently available at state colleges in the Triumph Gulf Coast region and only three of the College Credit Certificates (CCC) are currently offered at Gulf Coast State College. The closest programs for aviation are in Jacksonville, Lakeland, Brooksville and Miami.

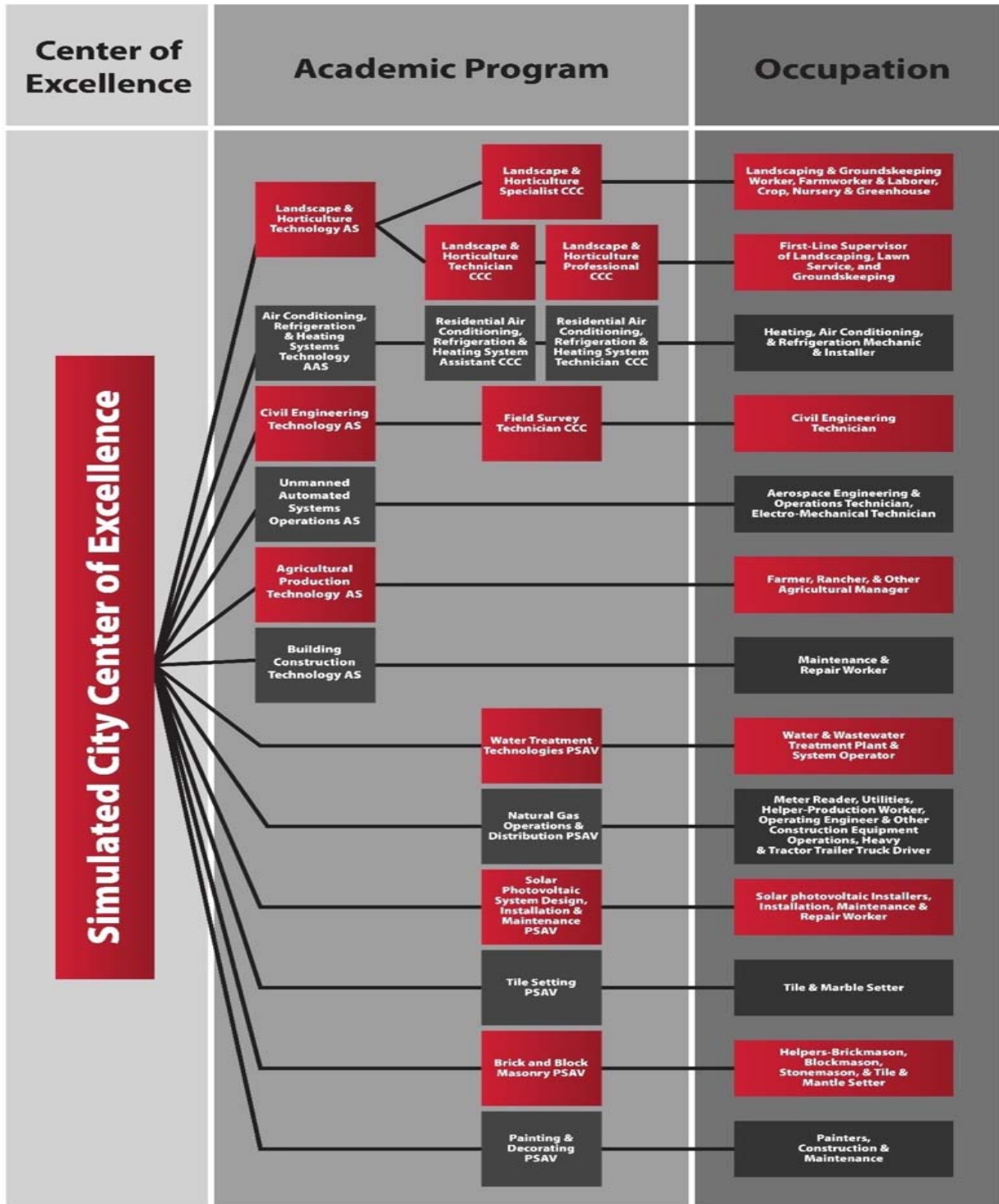
### **Simulated City Center of Excellence**

The Simulated City Center of Excellence (Sim City Center) establishes an education and training hub in DeFuniak Springs for middle-skilled trades. The Sim City Center will focus on building a pipeline of middle-

skilled workers for the following targeted industry clusters: *1) energy, 2) architecture and construction, 3) agriculture, food and natural resources, and 4) transportation, logistics and distribution.* The Sim City Center is designed to support existing businesses in attracting and retaining qualified workers and spurring innovation (e.g. agriculture) in the local Triumph Gulf Coast disproportionately affected counties, as well as build a pipeline of talent for potential growth industries for transformational economic diversification (e.g. unmanned aircraft systems). **The academic programs housed in the Sim City Center include: Natural Gas Operation and Distribution, Building Construction Technology, Unmanned Vehicle Systems Operations, Civil Engineering, Agribusiness Management, Water Treatment Technologies, and Advanced Water Treatment Technologies.** None of the programs are currently offered at other state colleges in the Northwest Florida region, and there is not a simulated city center of excellence in the entire state of Florida. Figure 4 provides an overview of programs to career pathways for the Simulated City Center.

The new Simulated City Center of Excellence takes a simulated learning approach and will provide state-of-the-art facilities offering collaborative training opportunities for multiple industries including utilities, construction, public safety, engineering, and others from across the region. Unlike a traditional community college campus, the Sim City Center will replicate a downtown with four full size homes, six tiny homes, one commercial building, and a 20,000 sq. ft. lab facility. Facility specifications are provided at Appendix C. The Center will include a complete infrastructure consisting of streets, sidewalks, telephone poles, public safety signs, and other elements that present a realistic environment for first responders, construction builders, and utility companies to train, practice, and skill up as needed. The simulated city/town environment is designed to produce realistic conditions while providing a controlled training environment. As an example of the integrated nature of these programs, students in the construction and civil engineering programs will create the tiny houses that students in the natural gas programs will use as part of their hands-on laboratory; thus, the costs associated with building the tiny houses are limited to materials, as the students' construction represent a learning opportunity for them and a cost savings for other programs. These simulated/guided learning experiences are immersive and replicate substantial aspects of the real world in a fully interactive manner. Simulated learning has demonstrated that it can enhance the following skills:

*Figure 4 Simulated City Center of Excellence Career Pathways*



Of all Florida industries, the largest employer segment is made up of agriculture, natural resources, and food manufacturing, distribution and services.<sup>xxxviii</sup> The Northwest Florida region is a leading agriculture producer for the state, contributing \$1.5B in gross regional product. In Okaloosa and Walton Counties, agriculture and related industries generate \$1.04B (9%) and \$500M (22.5%) respectively in Gross Regional Product.<sup>xxxix</sup> Collectively, this segment accounts for 33,576 jobs in the two counties (17.6% of total jobs in Okaloosa and 30.4% of total jobs in Walton). The agriculture inputs and services cluster provides a competitive advantage for the region as one of the top three industry clusters with the largest competitive gains (306 jobs) and outpaces the cluster's national growth rate.<sup>xl</sup> The projected average growth rate for the Agribusiness Management occupations targeted by the Triumph Trifecta project is 5% with some, such as Horticulture, as high as 9.7% with average hourly wages of \$22.32 compared to the Triumph regional hourly average of \$17.99 across all industries. Agribusiness Management includes occupational families of agriculture managers, soil and plant scientist, forest and conservation workers, and landscaping and groundskeeping workers and supervisor/managers (see Appendix B).

Landscaping jobs in particular have increased by 4% in the last three years from residential and commercial growth. Walton County specifically is experiencing an increased volume of landscaping jobs due to population growth in the south of the county. Freeport, along Highway 20, is preparing for a large residential expansion, which will indirectly add jobs for landscapers, horticulture and arborists. Landscaping offers a higher entry-level wage at \$9.92/hr and a mean wage of \$11.73 which is 42% higher than minimum wage (\$8.25/hr).

Agricultural diversification is an important mechanism for economic growth specifically for the region given the considerable economic impact. This diversification can be facilitated for example by technological breakthroughs and by development of irrigation, roads, and other infrastructures. Agricultural diversification can also be impeded by risks associated with poor crop-management practices and by degradation of natural resources. The disproportionately affected Walton, Jackson, and Washington counties have requested more academic and training programs that align with their business needs to attract and retain a sufficient number of qualified workers to sustain, diversify and grow the industry. Through educational and workforce development opportunities, the Triumph Trifecta project will spur innovation and further diversification within the agriculture inputs and services cluster.



One such innovation that supports agricultural diversification is the use of unmanned aerial vehicles in agriculture. Farmers are using drones to inspect their crops, to monitor livestock, to manage irrigation, to detect diseases and soil conditions and to deliver chemicals. This technology is expected to increase crop yields and save growers time and money. The Association for Unmanned Vehicle Systems International predicts that 80 percent of drones in the commercial sector will be used for agriculture, according to USA Today. The West Florida Regional Planning Council Comprehensive Economic Development Strategy 2018 report lists “unmanned vehicles as an industry in the region that should be considered due to the vast amount of expansion coming soon into the commercial markets”.<sup>xli</sup>

Unmanned aerial vehicle research programs currently exist in the Northwest Florida region at universities and military installations. However, no unmanned vehicle operation training courses are offered within the region. By seizing upon this niche opportunity, the project could fuel further expansion to agriculture, transportation, business, and first responder sectors. Jobs in unmanned automated systems operations are projected to grow by 1.7% in the region by 2023 with an average wage of \$34.46/hr.

Okaloosa and Walton Counties have been recognized as one of the fastest growing regions in the country for several years running. Areas like DeFuniak Springs are expected to continue to grow due to business growth in the nearby Mossy Head Industrial Park off Interstate 10. DeFuniak Springs and Freeport will also see growth from the additional capacity created by the US 331 construction project.<sup>xlii</sup> This rapid population growth can be a benefit to the economy but can also overtax infrastructure. To further support diversification and meet growing demand, the Sim City Center will provide academic programs to expand qualified workers in for the following regional job opportunities that are projected to grow by 2023:

- Brick and Block Masonry projected growth 7.5% with average wage of \$16.94/hr.
- Building Construction Technology projected growth 5.5% with an average wage of \$16.35/hr.
- HVAC projected growth 8.8% with nearly 200 annual openings and average wage of \$17.93/hr.

As the population continues to grow so does the demand for energy and infrastructure jobs to support the distribution of that energy. The *Florida Jobs 2030* report estimates that the demand for more energy will increase across the state by 76 percent by 2030. The demand in the region for training and workers educated in utility sciences is strong and projected to grow by 5.8% with 555 annual job openings and average wage of \$17.73/hr. Technicians are needed for corrosion control, gas measurement,

instrumentation and electrical controls, pipeline construction, and programmable logic controller (PLC) programming. Individuals with college training or advanced technical education have the best employment opportunities in these high demand, high skill and high wage occupations. The nearest natural gas and distribution training for this type of work is located in southern Florida. Both there and in the Triumph region, utilities do not have employees in the pipeline to replace retiring workers; these incumbent workers who lack skills will be able to skill-up at the Sim City Center. As such, the project has the potential to attract employers from across the Southeast to utilize the Sim City Center training hub due to the dearth of training available. In addition, new employees must be attracted to the utilities industry at a higher rate than they currently in order to meet employer demand. The Sim City Center, with its hands-on, real-life laboratory setting will attract students to these workforce programs.

Florida's water resources contribute favorably to the state and our region's overall economy. The water industry is considered one of the state's most important industries. As the population grows, demand and competition for water resources also increases. Water treatment involves purifying water resources, eliminating the contaminants in a water supply to make it healthy, safe and clean for a community and the natural environment. Technicians to support this industry are in high demand. The projected regional growth rate is 2.4% with nearly 50 annual openings (see Table 2 below). Growth rates for Walton and Okaloosa Counties are particularly strong (19% and 9% respectively). In addition, these occupations are considered in the environmental field and offer students the opportunity at a "green" career with a purpose that makes a difference in the health and well-being of the community. The Water Treatment Technologies program will prepare students with the skills necessary to enter the field of water technologies that provides career opportunities in water/wastewater treatment plant operations, pharmaceutical companies, computer chip manufacturers, power plants, desalination facilities, water treatment equipment maintenance/sales, environmental consulting & engineering firms and water testing laboratories. The Water Treatment Technologies program provides for initial and advanced skill development and has an average hourly wage of \$19.78.



Table 2 Sim City Center Targeted Occupations

\*All data is for Triumph Disproportionately Affected Area unless otherwise noted.

NWFS College Program	Occupational Family	2017 Jobs	Est. Annual Openings	2017-23 Projected Growth Service Area	2017-23 Projected Growth Triumph Area
Building Construction Technology	Maintenance and Repair Workers	4,832	525	3%	5%
Painting & Decorating	Painters, Construction and Maintenance	913	90	8%	6%
Brick and Block Masonry	Brick masons, Block masons, Stonemasons	212	27	40%	8%
Tile Setting	Tile & Marble Setters	260	26	12%	5%
Air Conditioning, Refrigeration, & Heating Systems Technology Degree and Certificates	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,607	186	9%	9%
Solar Photovoltaic System Design	Solar Photovoltaic Installers, Installation and Maintenance Repair Workers	33	4	8%	9%
Natural Gas Operations & Distribution	Utility Meter Readers, Operating Engineers and Other Construction Equipment Operators, Heavy Equipment Operators	4,689	555	6%	6%
Civil Engineering Technology Degree and Certificate	Civil Engineering Technicians	226	22	8%	4%
Unmanned Vehicle Systems Operations	Aerospace Engineering and Operations Technicians, Electro-Mechanical Technicians	59	6	-7%	2%
Agricultural Production Technology	Farmers, Ranchers, and Other Agricultural Managers	44	4	N/A	9%
Water Treatment Technologies	Water and Wastewater Treatment Plant and System Operators	463	43	14%	2%
Landscape & Horticulture Technology Degree and Certificates	First-line Supervisors of Landscaping, Lawn Service, and Grounds keeping, Landscaping and Grounds keeping workers	3,515	499	10%	10%

None of the academic programs offered through the new Sim City Center are currently available in the Triumph region, and the closest programs are beyond a reasonable commute:

### Health Sciences Center of Excellence

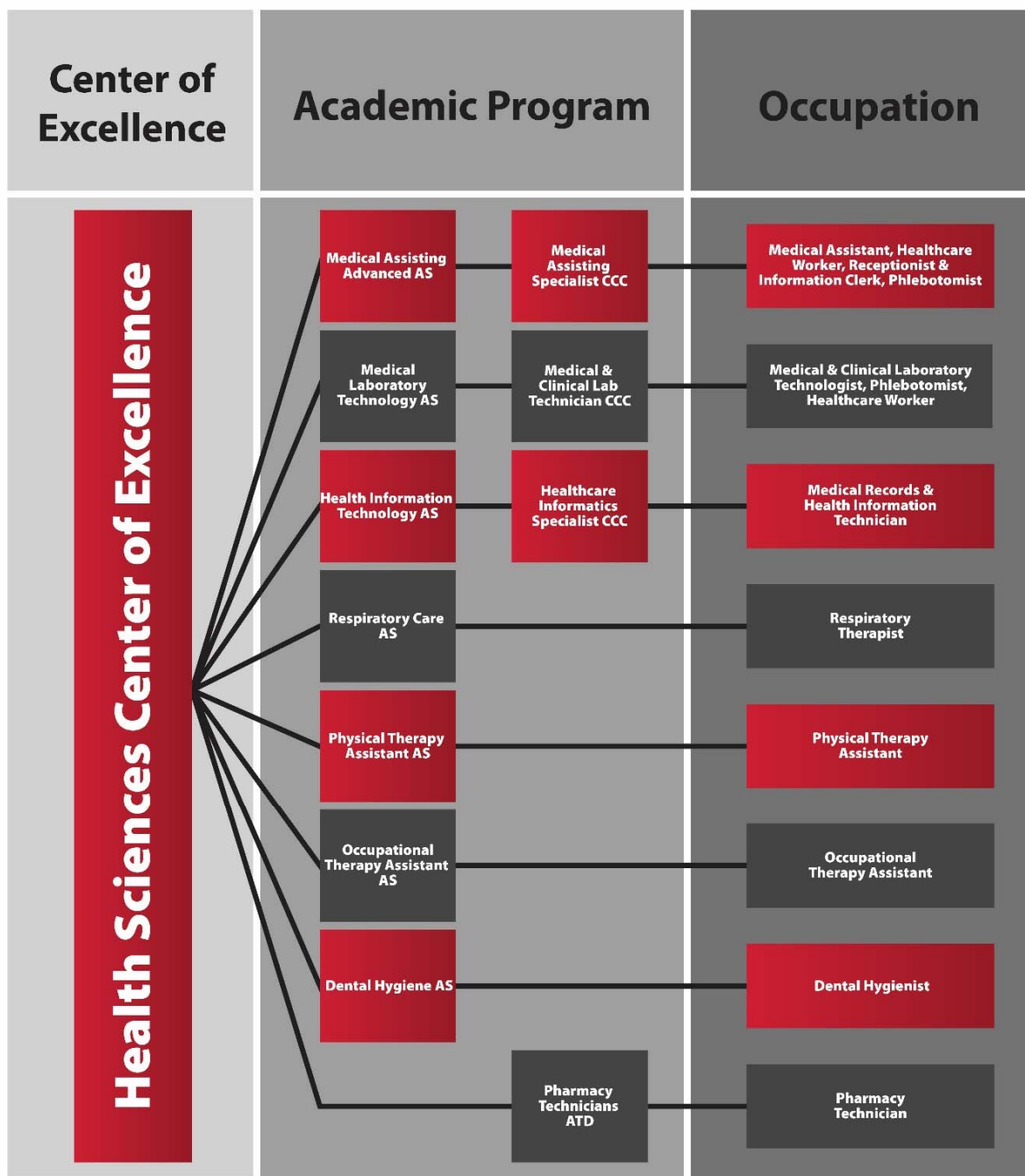
Health outcomes and economic performance are interlinked. In fact, a healthy workforce is one of the most important economic assets of a region or state, because a healthy workforce has increased productivity which fosters economic growth. One U.S. study estimates that labor time lost due to health reasons represents lost economic output totaling \$260 billion per year.<sup>xliii</sup> In Florida, Tobacco Free Florida cites the annual direct costs to the state economy attributable to smoking alone in excess of \$19.6 billion, including workplace productivity losses of \$4.4 billion.<sup>xliv</sup> The College's proposed Health Sciences Center of Excellence will generate increases in wages for individuals by filling a substantial gap in the region's health care worker pipeline. By filling this gap, the Center can also support the accessibility of high-quality health care for residents in an effort to stem health-related productivity losses and boost economic gains across all industries. With graduates from the Health Sciences Center of Excellence programs, not only will the health care infrastructure be better prepared to serve the population, but the health care industry itself will become a larger part of the economy.

In addition, without adequate health care to support a growing population, new industries may be less likely to relocate or expand to the Florida Panhandle. Researchers have demonstrated that "better hospitals and health care" are "pull factors" when people consider a move to a new area.<sup>xlv</sup> Thus, providing better health care through the Triumph Trifecta project is an essential element of a transformational diversification strategy. This project strengthens the health care industry so that it serves as an economic engine to support diversification in the Triumph region. For these reasons, the College is proposing the Health Sciences Center instead of the Hospitality and Culinary Arts Center included in the original pre-application.

The College's new Health Sciences Center of Excellence is a collection of high-demand, high-wage programs that will prepare students for rewarding careers in the health care industry and support that industry's expansion to attract new businesses. To leverage existing facilities and increase access for students, programs will be co-located on Northwest Florida State College's Niceville and Fort Walton Beach campuses. The College is initiating a \$13.8M renovation of the Niceville Campus Allied Health Building, which is being covered primarily by non-Triumph funds, providing state-of-the-art simulated teaching environments for 14 programs. The College's existing Health Sciences offerings include: Bachelor of Science Degree in Nursing, Associate in Arts Degree Health Sciences, Associate in Science Degrees in Health Services Management, Nursing, and Radiology, College Credit Certificates in Medical Coder/Biller,

Medical Office Management, and a Post-Secondary Adult Vocational credential in Dental Assisting. Figure 5 provides an overview of the programs to career pathways for the Health Sciences Center.

Figure 5 Health Sciences Center of Excellence Career Pathways



The *Florida Jobs 2030* report includes the Health Care and Life Sciences industry cluster as a priority for higher-than-average wages and potential economic impact. This is especially true in Region 2 (Okaloosa and Walton Counties), where over the next 10 years, the fastest growing occupation group is expected to be Healthcare Support Occupations with a +2.6% year-over-year rate of growth.<sup>xlvi</sup> The health care and life sciences cluster also has a high percentage of occupations (66 percent) that require a postsecondary degree or credential, many of which are sub-baccalaureate occupations with high wages.

There are four major hospitals in the Okaloosa/Walton County area (North Okaloosa Regional Medical Center, Fort Walton Beach Medical Center, Twin Cities Hospital, Sacred Heart Hospital on the Emerald Coast), and the College met individually with the leadership of each hospital to determine how to best support them in providing accessible and excellent quality health care to Northwest Florida residents. The outcome of those conversations was a clear call for expanded programs to meet significant employment gaps faced by the hospitals. For the targeted occupations that will be supported through the Health Sciences Center, the 5-year projected growth rates for the Triumph Gulf Coast region range from 8% to 33% and hourly wages range from \$13.99 to \$30.56. The local hospitals reported the greatest needs for Nurses, Physical Therapy Assistants, Occupational Therapists, Medical Assistants, and Phlebotomists. Physical and occupational therapy careers are both the highest in demand (projected growth rates in the region of 33% and 32% respectively) and among the highest paid specialties with average wages of \$28.02 and \$30.56 respectively for the Triumph area. At the smallest hospital, Twin Cities, the shortage of Phlebotomists is so critical that the hospital has resorted to cross training other employees to do blood work.

Through the Triumph Trifecta project, the College will expand our health sciences offerings to establish a Health Science Center of Excellence that includes the addition of the following academic programs: **Pharmacy Technician, Dental Hygiene, Physical Therapist Assistant, Occupational Therapy Assistant, Medical Laboratory Technology, Medical Clinical Laboratory Technician, Health Information Technology, Healthcare Informatics Specialist, Medical Assisting Advanced, Medical Assisting Specialist, and Respiratory Care.** The selected programs were identified based on the demand demonstrated through the job growth data in Table 3 below and through our conversations with local hospitals. With the addition of these programs, the Center takes an interdisciplinary approach to

preparing students for careers that can work up front with patients in clinical settings as well as those behind the scenes in technology support.

*Table 3 Health Sciences COE Targeted Occupations*

*\*All data is for Triumph Disproportionately Affected Area unless otherwise noted.*

NWFS College Program	Occupational Family	2017 Jobs	Est. Annual Openings	2017-23 Projected Growth Service Area	2017-23 Projected Growth Triumph Area
Dental Hygiene	Dental hygienists	663	51	11%	9%
Medical Laboratory Technology Degree and Certificate	Medical and Clinical Laboratory Technologists	1,008	113	7%	10%
Medical Assisting Advanced and Specialist	Healthcare workers, all other; Phlebotomists, and Receptionists and information clerks	6,237	881	11%	10%
Health Information Technology Degree and Certificate	Medical Records and Health Information Technicians	414	34	11%	12%
Occupational Therapy Assistant	Occupational Therapy Assistants	134	26	30%	32%
Physical Therapy Assistant	Physical Therapy Assistant	259	50	30%	33%
Respiratory Care	Respiratory Therapists	440	28	6%	9%
Pharmacy Technician	Pharmacy Technician	1,142	111	12%	10%

Expanding the College's health sciences programs and creating the center of excellence is even more critical given the lack of available training for these occupations in the region. None of the state colleges in the disproportionately affected counties offer programs in Occupational Therapy Assistant, Medical Lab Technology, or Medical Assistant. For the programs that are offered at other area colleges, the demand in terms of growth and jobs far exceeds the number of graduates produced annually. For example, in 2017 there were 1,142 jobs in Pharmacy Tech. This program is currently offered at Pensacola State College and Tallahassee Community College. With 111 annual openings and a projected Triumph area growth rate of 10%, the 46 completers of those programs last year are insufficient to meet the shortage. Similarly, a Physical Therapy Assistant program is offered at Pensacola State College and Gulf Coast State College. In 2017, there were 259 jobs for Physical Therapy Assistants and 50 annual openings. The 28 completers of those existing programs for that same year do not satisfy the current demand, much less the projected 30% growth rate. Through the support of Triumph Gulf Coast, the College will increase the number of degrees/certifications it offers in the health sciences field from 3 to 14 and increase the number of annual graduates from 221 to 397 (a 79% increase).

## Skilled Workforce Supports Economic Diversification and Resilience

Regional economic resilience is linked to an area's ability to prevent, withstand, and quickly recover from major disruptions to its economic base. The degree to which a region is successful in diversification (i.e., spreading economic activity across sectors) plays a critical role in economic resilience and prosperity. Case studies of successful regional economic diversification efforts have found that there is no single "silver bullet" to achieving a more diverse and robust economy.<sup>xlviii</sup> Rather, a variety of approaches, often simultaneously, transform economies and create more opportunities. As such, the Triumph Trifecta project is a collaborative approach supported by K-20, business, local governments and economic development entities across the region and aligned with other regional economic development initiatives (see Appendix E for letters of support). For example, the Simulated City Center is located in DeFuniak Springs, where there is significant population growth and infrastructure initiatives in place. The Sim City Center will provide a ready supply of skilled talent to support the foreseeable infrastructure initiatives as well as those long into the future. The Triumph Trifecta project targets six industry clusters that have high growth opportunities for Okaloosa and Walton Counties and/or are identified in the Northwest Florida Forward, Florida Chamber of Commerce Foundation's Florida Jobs 2030, and West Florida Regional Planning Council's Comprehensive Economic Development Strategy (CEDS) 2018 reports (see Table 4).

*Table 4 Triumph Trifecta Target Industry Clusters by Entity*

Triumph Trifecta Targeted Industry Cluster	Northwest Florida Forward	Florida Jobs 2030	West Florida Regional Planning Council CEDS 2018	Okaloosa & Walton Co High Growth Opportunities
Aerospace & Defense	•	•	•	•
Manufacturing	•	•	•	•
Energy			•	•
Architecture & Construction	•		•	•
Agriculture, Food & Natural Resources				•
Health Care/Health Sciences		•	•	•

All of the regional economic development initiatives noted above cite talent as the key driver for economic diversity. A skilled workforce attracts new businesses and creates increased productivity and efficiencies that enable existing businesses to expand. Without the training infrastructure to develop a skilled workforce across multiple industries, the capacity of the region to diversify its economy is reduced. Therefore, the programs within the three centers of excellence were strategically selected to produce **workers with skills that are applicable across multiple occupations and transferrable to additional industry clusters**

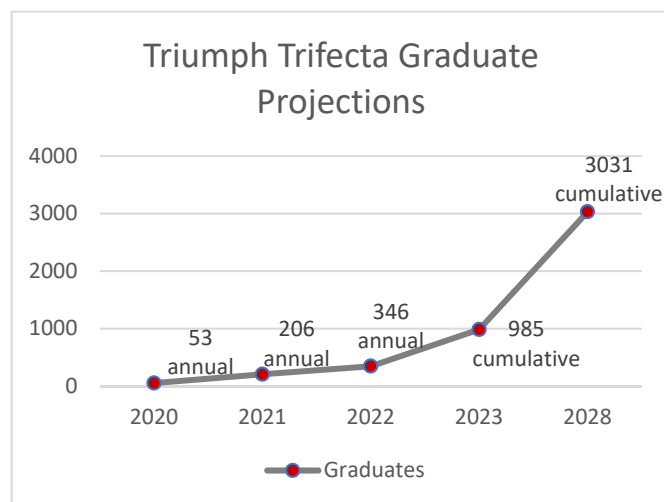
identified as priorities by regional development entities. For example, the *Northwest Florida Forward Regional Strategy for Economic Transformation* identifies Water Transportation as poised for healthy growth in the region and suggests that targeting the shipbuilding supply chain presents opportunities for additional cluster growth in the region. Many of the skills acquired through the Sim City Center programs are transferable to the Water Transportation industry. The report notes that “jobs in the Architecture & Construction career cluster are a key element of the talent pipeline, representing roughly one out of every eight jobs (12 percent) in the [Water Transportation] industry cluster nationally.”<sup>xlviii</sup> Furthermore, Manufacturing along with Transportation, Distribution, & Logistics industry account for more than two-thirds (67 percent) of all employment in the Water Transportation cluster.<sup>xlix</sup> The following is a small sample list of additional industries (outside of the project’s targeted six) that degrees and certifications earned through the centers would be transferrable and support diversification:

- Water Transportation
- Transportation, Distribution & Logistics
- Government

Lastly, the project supports economic diversification by expanding the supply of workers within industries that have high demand for skilled employees and where the existing training programs are not producing sufficient graduates to fill the open jobs or projected growth in jobs. When companies face labor shortages, they lose out on business and are unable to

expand which ultimately hurts long term economic growth. Since skilled workforce is one of the leading factors cited in location selection for businesses, they will not come to the region unless there are training programs to support their needs. The Triumph Trifecta project represents a significant first step toward the College’s broader vision for how its academic and workforce development

Figure 6

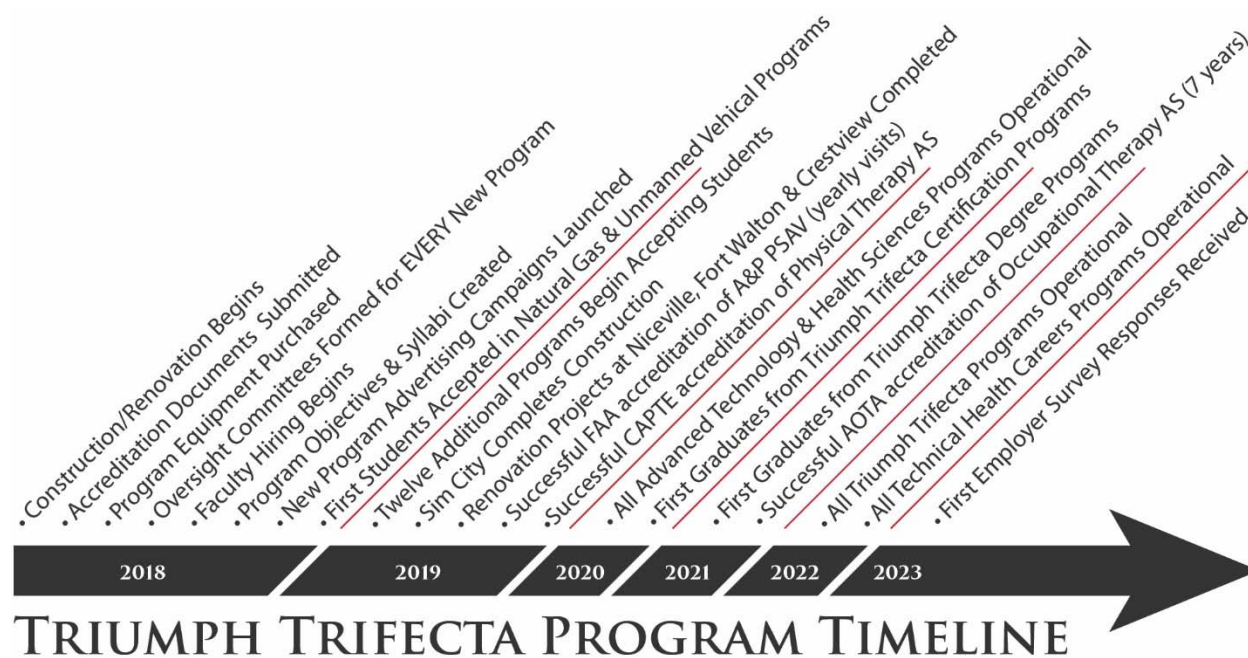


programs help to build capacity within the region. Support from Triumph Gulf Coast will serve as the catalyst for our centers of excellence model, which will continue to expand the number of graduates having



an even greater economic impact (see Figure 6). An overview of the project timeline is provided in Figure 7, and a more detailed timeline can be provided upon request.

Figure 7



### 3. Explain how the proposed project or program is considered transformational and how it will effect the disproportionately affected counties in the next 10 years.

An indicator that a project is truly transformational, having deep, systemic, and sustainable change on a region, is its potential for both social and economic impact. The proposed Triumph Trifecta project aims to:

- **improve the lives of individuals** by increasing socioeconomic mobility through educational attainment and increased wages, and to
- **stimulate economic growth** through increased productivity that results from education and skill acquisition.

#### Improving the Lives of Individuals

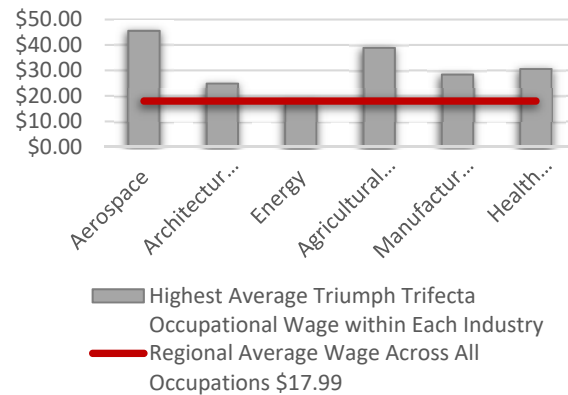
There are clear connections between wages, income, and living standards. Overwhelmingly, high-wage states are states with a well-educated workforce. Thus, education plays a pivotal role in increasing one's ability to move up the socioeconomic ladder. This is especially important within the context of promoting thriving communities and strong families. Parent educational attainment has long been demonstrated a reliable predictor of a child's future outcomes. In fact, "42% of children born to parents in the bottom fifth of



the income distribution remain in the bottom".<sup>i</sup> By increasing educational attainment and income, the Triumph Trifecta project works to improve the living standards of individuals and families in the disproportionately affected Okaloosa and Walton Counties. The Triumph Trifecta programs alone will increase the number of graduates in Okaloosa and Walton Counties by 3,031 individuals by 2028. These graduates will be skilled to pursue jobs within the targeted industries that have a highest average hourly wage well above the region hourly average of \$17.99 (See Figure 8). As these workers move into better-paying jobs, they fuel increased consumer spending that grows the local economy by an estimated \$149M over the initial ten years.

Figure 8

### Triumph Trifecta Hourly Wages vs. Regional Hourly Wages



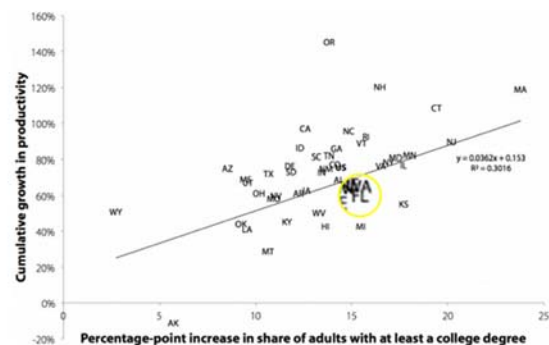
### Stimulating Economic Growth

Today, occupations that require minimal on-the-job training and education comprise 53% of the total Triumph regional employment and are generally lower in wages.<sup>ii</sup> The Triumph Trifecta project works to transform the composition of employment opportunities by significantly increasing the skilled labor pool to attract new business and accelerate productivity within existing ones. Skills produced through formal education are crucial to increasing productivity and economic competitiveness. In addition to wages as mentioned in the previous section, evidence suggests that states that increase the level of education of their workforce also see greater productivity. As shown in Figure 9, one study found that states in which the share of adults with at

Figure 9

### Productivity has grown more in states with greater growth in the educational attainment of their workforce

Relationship between state productivity growth and increase in college attainment from 1979 to 2012



Source: EPI analysis of unpublished total economy productivity data from the Bureau of Labor Statistics (BLS) Labor Productivity and Costs program, state employment data from BLS Local Area Unemployment Statistics, and college attainment data from the Current Population Survey basic monthly microdata

Economic Policy Institute

least a college degree experienced greater increases in productivity, measured as gross state product per hour worked. Economist Timothy Bartik argues that “An increase in the labor supply probably stimulates labor demand by at least two-thirds the supply increase. This is because additional labor attracts employers, and additional higher-skilled labor attracts employers with more skilled jobs”.<sup>iii</sup> Using this estimation approach, by increasing the labor supply by 3,031 graduates over the next ten years, the Triumph Trifecta project could potentially contribute to increasing the number of jobs (labor demand) by 2,000. For the occupations within the targeted industries that the Triumph Trifecta project will support, this estimated rise in labor demand represents a 23% increase over the current annual openings over the ten-year period (total openings of 8,675 see Appendix B for detail counts).

#### 4. Describe data or information available to demonstrate the viability of the proposed project or program.

In assessing the viability of the project, the College considered *cost, value, time, and feasibility* to carry out the proposed Triumph Trifecta project.

#### Cost and Value

The College is requesting an investment of \$18,735,145 from Triumph Gulf Coast to cover facility renovations, equipment, and initial staffing to establish 38 new programs. All costs are associated with start-up costs. The accreditation process makes establishing new programs costly for the College. Many programs require both Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program specific agency accreditations. For example, to establish the new Physical Therapy Assistant program, the College will have to receive accreditation from both SACSCOC and the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE mandates that the director of the program be on staff at the College for a full year prior to the start date of the program. This poses a barrier for starting new programs that the investment from the Triumph Gulf Coast can eliminate by providing seed funding for the director position, facility renovations and equipment to secure accreditation.

The value of the project in terms of increased wages over minimum wage only is estimated at \$65,210,210, far exceeding the costs. The Triumph Gulf Coast investment in the Triumph Trifecta program start-up costs (\$18.7M), over ten years equates to less than \$6,181 per graduate. The full economic benefit of the project would also include value added from:

- socioeconomic mobility of individuals and families for generations to come;
- increases in businesses locating and expanding in Okaloosa and Walton Counties; and
- increase tax revenues and decrease social service expenditures.

## Time

The Triumph Trifecta project is designed to deliver significant economic impact on individuals and the disproportionately affected Okaloosa and Walton Counties in the shortest amount of time. The College has taken a staggered approach to launching the programs and provided time over the 5-year grant period for the programs to mature. Some programs will come online as early as fall 2018 with the first cohort of graduates completing in the summer of 2019. SACSCOC accreditation is a nine-month process, and the College submitted its prospectuses for the unmanned vehicle and natural gas distribution programs in December 2017. A complete list of program start dates is provided in Appendix F Workforce Training Proposal Addendum. All new programs will be fully operational by fall 2022.

## Feasibility

When considering the feasibility of the project, the College assessed internal capacity, demand, mission alignment and past performance. Northwest Florida State College is a financially sound institution with \$11M in reserves and \$50M in Foundation assets, of which the vast majority are restricted. The College manages an annual operating budget of \$39M. Under the new leadership of Dr. Devin Stephenson, the College has deepened its talent base across all facets of the institution and stands ready to undertake this transformational project. The demand in terms of specific industry diversification and job growth has been described in detail in earlier sections of this application. At its core, the function of the College is to align programs with the future job needs of the community. This alignment supports students in obtaining meaningful gainful employment, and encourages businesses locate and expand in the area.

The College has a successful track record of starting new programs that deliver a high-quality education to its students. For example, in 2013, the College received a grant from the Department of Labor to initiate a welding program. The program initially admitted 15 students annually based on the number of lab work stations. During the first three years of the program, it was filled to capacity. Recognizing the success and demand of the program, the College expanded the number of workstations to 30 in 2017. Since its inception, the program has graduated 77 students who have experienced an approximate 75% placement

rate within the welding field. The program has received national recognition. In 2017, Northwest Florida State College welding instructor Scottie Smith was selected to receive the national Howard E. Adkins Memorial Instructor Membership Award, presented by the American Welding Society to recognize an outstanding welding instructor for his or her accomplishments. National Boiler, Inc. has also recognized the program as a premier national program (see support letter in Appendix E).

Another example of excellence in education is the College's Associate of Science in the Nursing Program. With 99.6% of nursing graduates from May 2007 through May 2012 passing the national RN licensure examination on the first attempt, the NWF State College Associate of Science in the Nursing Program has the highest sustained pass rate of any pre-licensure program in the state of Florida and has been among the top ranked programs in the nation since 2007.

#### 5. Describe how the impacts of the disproportionately affected counties will be measured long term.

The Triumph Trifecta project is transformational in that it impacts both social and economic outcomes in the disproportionately affected Okaloosa and Walton Counties. Students who attend institutions of higher education obtain a wide range of personal, financial, and other lifelong benefits; likewise, taxpayers and society as a whole derive a multitude of direct and indirect benefits when citizens have access to postsecondary education.<sup>liii</sup> This long-term **impact is measured in terms of the ripple effect that increased educational attainment has on employability, wages, economic prosperity and quality of life** (see theory of change and measurable project goals and objectives on page 12). In fact, a Moody's Analytics study found that "there is strong evidence that raising the level of attainment of higher education degrees has historically yielded long-run economic and social benefits in the United States".<sup>liv</sup> In analyzing the costs and benefits associated with improving attainment through increasing completion rates specifically, the Moody's Analytics study demonstrates that while initial investments in improving educational attainment may be high, economic returns "kick in later and eventually the program of investment yields a positive net economic return".<sup>lv</sup> A detailed measurement plan for the Triumph Trifecta project grant deliverables, including types of data to be collected and analyzed, data sources, who is responsible for collecting the data, and how the results will be presented, is provided on page 40.

### Increased Educational Attainment

Over the life of the grant, the Triumph Trifecta project will increase the number of individuals obtaining degrees and certifications by:

**Five-Year Horizon:** 985 graduates by 2023

**Ten-Year Horizon:** 3,031 graduates by 2028

**Fifteen-Year Horizon:** 5,078 graduates by 2033

In addition to obtaining degrees offered through the Triumph Trifecta programs, the College can serve as a pathway to further education and workforce credentials further extending impact, especially for individuals from disadvantaged areas of the region. Research has found that “enrolling at a community college has a modest positive effect on bachelor’s degree completion for disadvantaged students who otherwise would not have attended college; these students represent the majority of community college goers”.<sup>lvi</sup>

### Increased Lifetime Earnings

The project provides career pathways to help individuals move out of low-wage jobs into family-sustaining employment. Georgetown University’s Center on Workforce and Education found that a primary reason why people pursue a college education is to boost future earnings. Over a lifetime, a worker with an Associate’s degree will earn nearly \$500,000 more than someone with no education beyond a high school diploma.<sup>lvii</sup> Using this basis of \$500K additional lifetime earnings, we can estimate projections for the lifetime impact in terms of *additional lifetime earnings* for Associates in Science (A.S.) graduates of the Triumph Trifecta programs (see Appendix F for graduate counts by degree).

First Five-Year Cohort of 412 A.S. graduates = additional **\$206M in lifetime earnings**

Cumulative Ten-Year Horizon of 1,412 A.S. graduates = additional **\$706M in lifetime earnings**

Cumulative Fifteen-Year Horizon of 2,412 A.S. graduates = additional **\$1.2B in lifetime earnings**

### Quality of Life

The connection between education and employment is crucial to quality of life because, second only to family, employment ranks highest in importance on life satisfaction, followed by health and ultimately the size of income.<sup>lviii</sup> By increasing individuals’ educational attainment, the Triumph Trifecta project unlocks higher-wage employment opportunities to foster a better quality of life. In addition to individuals, the community as a whole also benefits from increased educational attainment. Communities (e.g. regions) with more individuals with higher educational attainment levels develop faster through innovation and

increased work efficiency. This increased work efficiency contributes to increased macroeconomic results, which are found directly or indirectly in living conditions and wellbeing.

But not all of the benefits of higher education attainment can be quantified. For example, the personal satisfaction and enhanced life experiences generated by higher education are virtually impossible to measure. Nonetheless, the importance of these less tangible or less easily quantified outcomes of education should not be disregarded. Additional long-term societal benefits for the disproportionately affected Okaloosa and Walton Counties that are associated with higher levels of education but not necessarily measured as a deliverable of this project include:

- Lower levels of unemployment and poverty;
- Increases in tax revenues;
- Reduction in dependency on social safety-net programs, decreasing demand on public budgets;
- More positive perception of personal health;
- Lower incarceration rates; and
- Higher levels of civic participation, including volunteer work, voting and blood donation.<sup>lix</sup>

#### 6. Describe how the proposed project will be sustainable (financially viable and continue to perform the long-term after the funding).

The College's Triumph Trifecta project establishes 38 new programs that prepare graduates for high-wage, high demand careers. The College is requesting Triumph Gulf Coast funds to support start-up expenses, such as equipment, curriculum development, facilities remodeling, and initial acquisition of new staff until the programs begin enrolling students. Table 5 below provides an overview of the projected project expenses and revenues (see Appendix D for detailed project budget narrative). Although the College's tuition and fees are among the lowest in the state, these revenues will sustain the three Centers at the 5-year mark and beyond (see Appendix D for revenue pro forma). The College's fiscal year is July 1 to June 30, and project budgets were built based on the College's fiscal year (e.g. FY19 refers to period of July 1, 2018 to June 30, 2019).

Table 5

Triumph Trifecta Centers of Excellence						Project Totals
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	
<b>EXPENSES</b>						
Operational Expenses	\$16,981,864	\$1,691,873	\$1,751,021	\$1,802,381	\$1,829,515	\$24,056,654
Other Operational Expenses Covered by Private/State Match	\$2,505,316	\$10,655,316	\$155,316	\$155,316	\$155,316	\$13,626,580
Salary Expenses	\$1,078,023	\$2,663,455	\$2,905,119	\$3,178,307	\$3,311,526	\$13,136,430
Indirect Expenses	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	\$9,480,831
<b>Total Expenses</b>	<b>\$22,461,369</b>	<b>\$16,906,810</b>	<b>\$6,707,622</b>	<b>\$7,032,170</b>	<b>\$7,192,523</b>	<b>\$60,300,495</b>
<b>REVENUES</b>						
Triumph Gulf Coast	\$17,058,815	\$556,526	\$365,862	\$373,219	\$380,723	\$18,735,145
College Match*	\$2,897,238	\$5,694,967	\$6,186,444	\$6,503,636	\$6,656,484	\$27,938,770
Other Private/ State Match	\$2,505,316	\$10,655,316	\$155,316	\$155,316	\$155,316	\$13,626,580
<b>Total Revenues</b>	<b>\$22,461,369</b>	<b>\$16,906,810</b>	<b>\$6,707,622</b>	<b>\$7,032,171</b>	<b>\$7,192,523</b>	<b>\$60,300,495</b>

\*Note: College match includes revenue from tuition and fees.

## 7. Describe how the deliverables for the proposed project will be measured.

The College conducts an annual internal review of all programs to assess data on program enrollments, graduation rates, job placement, and wage data. This review is used to monitor progress toward meeting program goals, to ensure continuous quality improvement, and to consistently align employer and business needs with the workforce development trainings being offered by the College. The College will use its own enrollment and graduation reporting, graduate and employer surveys, state Department of Education reports such as Florida Education & Training Placement Information Program (FETPIP), and third-party researchers (e.g. EMSI) to collect data and measure the project's effectiveness in achieving its goals. For some indicators, the College will identify an instrument(s) that a) has/have been demonstrated to be both valid and reliable and b) measure(s) the skills important to regional employers. The College will request that local employers complete the survey(s) annually and will compare employers' satisfaction with Triumph Trifecta graduates' job readiness to the benchmark. For some measures, the relationship between the objective and Triumph Trifecta programs will not be directly causal, but the indicator provides a proxy to infer impact. The Vice President of Teaching and Learning, the Dean of Career and Technical Education

and the Dean of Institutional Research will be primarily responsible for overseeing and executing the collection and analysis to monitor progress toward achievement of our goals and objectives. Table 6 provides a data collection plan for the goals and objectives of the Triumph Trifecta project.

*Table 6 Project Measurement Plan*

<b>Goal 1: Increased educational attainment of Triumph Trifecta participants.</b> Objective 1.1: By 2023, establish 15 new associate's level degree programs and 23 certificate programs to support six targeted industry clusters: aerospace and defense; manufacturing; architecture and construction; energy; agriculture, food, and natural resources; and health sciences. Objective 1.2: By 2023, produce 414 graduates from the new Triumph Trifecta programs earning associate's level degrees. Objective 1.3: By 2023, produce 639 graduates from the new Triumph Trifecta programs earning certificates.				
Objective	Indicator	Data Source	Frequency of Data Collection	Frequency of Reporting
1.1	# degree/certificate programs	Course catalog	Annually	Annually
1.2	# of Associate's degree completers	Internal College reporting system	Annually	Annually
1.3	# of certificate, etc. completers	Internal College reporting system	Annually	Annually
<b>Goal 2: Increase wages and the socioeconomic mobility of Triumph Trifecta participants.</b> Objective 2.1: Increase individual average earnings of gainfully employed Triumph Trifecta graduates to at least 200% of the minimum wage.				
Objective	Indicator	Data Source	Frequency of Data Collection	Frequency of Reporting
2.1	Wages of graduates	EMSI, FETPIP, & graduate self-report surveys	Every fall and spring semester	Annually
<b>Goal 3: Provide demand-driven workforce development programs that addresses the unmet hiring needs of employers.</b> Objective 3.1: Sustain a 90% (or higher) employer satisfaction rate, as measured by employer satisfaction surveys, for Triumph Trifecta graduates' job readiness. Objective 3.2: Within one year of graduation, 80% of Triumph Trifecta graduates will be gainfully employed in the target industries.				
Objective	Indicator	Data Source	Frequency of Data Collection	Frequency of Reporting
3.1	# of employers rating +90%	Self-report survey	Annually	Annually
3.2	% graduates employed	Internal College reporting system, FETPIP	Every fall and spring semester	Annually
<b>Goal 4: Support diversification of the Northwest Florida Region</b> Objective 4.1: By 2023, produce 1,054 college completers qualified for high-paying entry-level positions in targeted industries. Objective 4.2: Contribute to an increase in the number of new businesses in targeted industries. Objective 4.3: Contribute to an increase in the number of new jobs in targeted industries.				



Objective	Indicator	Data Source	Frequency of Data Collection	Frequency of Reporting
4.1	# of completers	Internal College reporting system	Annually	Annually
4.2	# of businesses in targeted industries	County Tax Collector Records	Annually	Annually
4.3	# of jobs	EMSI	Annually	Annually

## PRIORITIES

### 2. Explain how the proposed project meets the priorities

Table 7 provides a summary of how the Triumph Trifecta Project meets the priorities of the Triumph Gulf Coast Initiative and references where detailed explanations for each priority are provided within this document and the appendix.

Table 7

Statutory Priorities	Triumph Trifecta Project Alignment
Generate Maximum Economic Benefits	The project will increase educational attainment thereby improving employability, wages, economic prosperity and quality of life. By 2023, the project will graduate 985 students and generating \$65M in additional wages over minimum wage for an ROI of 2.5:1 (See page 43 for detailed ROI discussion).
Increase household income above national averages	The project aims to increase household incomes by increasing educational attainment to prepare students for higher wage careers. The project establishes 38 new workforce training academic programs that align with over 54 occupations. The vast majority of the occupations have average wages above the Triumph regional average for the targeted industries of \$17.99/hr. (See appendix B for comprehensive list of programs and associated occupations).
Leverage & further enhance regional assets	By increasing the number of academic programs at the College, the project leverages existing resources and expands the capacity of the College to attract and graduate more students with degrees and credentials that prepare them for high wage, high demand careers. The new programs are established within a center of excellence framework which ensures that the College's offerings are most effectively supporting diversification within key targeted industries. The centers of excellence serve will be a hub for training and innovation that can be quickly adapted to meet emerging needs, and as such are the foundation for future growth to support further economic diversification of the region.
Partner with local government to provide funds, infrastructure, land or other assistance to the project.	The College does not receive local funding for operations or programs. As discussed earlier in the responses, to start new programs, the College must secure outside resources from state and private entities. For this reason, the Triumph Gulf Coast investment is critical and transformative. The College works closely with local entities. As discussed on page 13, the College takes an integrated approach, and works to align, coordinate, and leverage support (see page 30) to ensure the greatest benefit to the area. The project will also be supported by State of Florida Public Education Capital Outlay funding.
Benefit the environment in addition to the economy	The project seeks to benefit the environment in addition to the economy by 1) strategically locating programs throughout the county to reduce transit and subsequent fuel consumption and emissions, and 2) the energy and natural

Statutory Priorities	Triumph Trifecta Project Alignment
	resources programs focus on equipping workers with skills in clean practices that minimize negative environmental impact. The Simulated City Center encourages innovation and infusion of environmentally sound best practices through providing workers and businesses with opportunities to train on and experiment with new technologies that can also reduce negative environmental impacts. For example, clean water and solar programs will be offered. The College has a bold vision for the Simulated City Center for which only phase I of the project has been requested from Triumph Gulf Coast. The College intends to continue expanding programs at the campus that will further support benefits to both the economy and the environment.
Provide outcome measures	Please see pages 39-41 for the defined goals and objectives of the project as well as a measurement plan that includes the types of data to be collected and the frequency of collection to monitor progress. Also see Appendix B for complete list of programs and associated occupational families with SOC codes. The number of completers by Center of Excellence and program area can also be found in Appendix F the Addendum for Workforce Training Proposals.
Partner with K-20 educational institutions	Within the disproportionately affected Okaloosa and Walton Counties, the College partners closely with both K-12 institutions through dual enrollment and with other higher education institutions through articulation agreements. Please see pages 10-11 for detailed discussion of dual enrollment programs. With the Triumph Trifecta project, the College will be able to expand dual enrollment opportunities to include health care related programs. In addition, the College has aligned the Mechatronics and Pneumatics, Hydraulics programs to the dual enrollment programs at Okaloosa County school and with the NWF Manufacturing Council's model academies, with whom we partner closely. Both county school districts have indicated that they want to expand dual enrollment offerings, and the College will be launching a virtual collegiate academy to provide high school students with additional access to credits. To encourage students to continue pursuing higher education degrees, the College also has general articulation agreements with Florida State University at Panama City Beach and the University of West Florida. The College is also working on a formal partnership with Embry-Riddle Aeronautical University.
County Commission recommendation	The College has presented the Triumph Trifecta project to the County Commissions of Walton and Okaloosa Counties. A letter of recommendation from the Walton County Commission can be found at Appendix E. Okaloosa County has established a policy that it will consider providing letters of recommendation once final Triumph Gulf Coast applications have been submitted. The College presented the project to the Okaloosa County Commission in January 2018 and received favorable response. We anticipate a recommendation letter from Okaloosa County to be submitted to Triumph Gulf Coast before the end of April.
Partner with Chambers of Commerce, Convention & Visitor Bureaus or Tourist Development Councils	The College partners closely with the local Chambers of Commerce in the disproportionately affected Okaloosa and Walton Counties and works to integrate efforts. The College has four leadership members that serve on local boards. As the Triumph Trifecta project Centers of Excellence become fully operational, the College will partner with the Chambers to support business development.

## ROI: Economic and Social Mobility

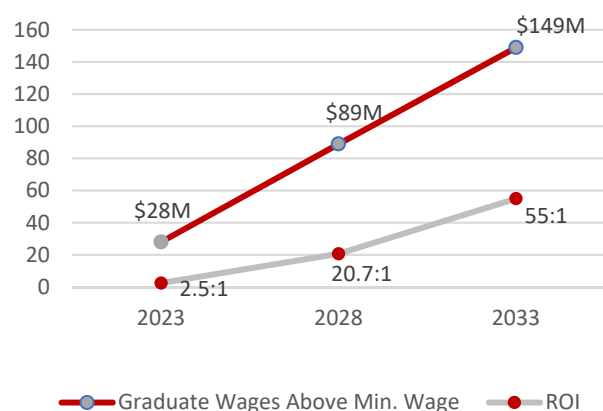
To quantify the economic benefits of the Triumph Trifecta project, the College considered the gains in higher wages one can earn with a college degree or certificate relative to what one would earn without one. The College analyzed EMSI wage data for the specific credentials earned through the project as compared to an individual earning minimum wage. To calculate an estimated minimum ROI of the project over the life of the five-year grant period, the College took the gross wage increases over minimum wage for the number of completers in the programs plus the salaries of the additional staff added to the faculty of the College to implement the programs.

If an individual does not attend college, his or her earnings, one year after high school, are expected to be a little over \$8.00 an hour.<sup>lx</sup> This equates to approximately \$17,000 a year – well below the federal poverty level. In 2012-13 over 95,000 students graduated from the Florida College System and 89 percent of those students were employed or continuing their education the following year. The average entry-level wage for those graduates was \$37,264, about 92 percent higher than the state's average entry-level wage (\$19,457).<sup>lxi</sup> Across the 38 new academic programs that will be established as a result of the project, the average wage following earning a credential is \$45,947 compared to \$17,160 for minimum-wage positions.

Using the EMSI average wages for the occupations targeted in the Triumph Trifecta project (\$45,947) for the number of graduates (985) in the three Centers of Excellence plus the salaries of the additional faculty and staff to implement the programs, over the first five years, the total return would be \$65,210,210 in wages or a 2.5:1 ROI. The ROI increases exponentially over time (see Figure 10), illustrating the Triumph Trifecta project's significant long-term economic impact.

Figure 10

### Triumph Trifecta Long-Term Economic Benefits



While the Triumph Trifecta project aims to spur economic growth and diversification by increasing the pipeline of qualified middle and high-skill workers in specific occupations that meet expanding demand in target industry clusters, the project also seeks to support socio-economic mobility for individuals and families in the region by increasing the number of graduates and their potential earning power. For individuals (985) earning only the minimum wage over the five-year period would be \$16.9M compared to \$45.2M if they earned a credential and obtained a job in the aligned occupations (a gain of \$28.3M). Weighing the potential higher wages earned (\$28.3M) by the project graduates compared to the requested Triumph Gulf Coast investment costs (\$18.7M), it's clear that the Triumph Trifecta project is a catalytic investment that will reap dividends for the region.

This cost/benefit analysis considers wages alone and does not account for the potential increase in revenues for social support programs, reduction in public expenditures on social support programs, or the ripple effect that increased wages could have through the economy. The RAND Corporation, as well as many other studies, have analyzed how increases in an individual's educational attainment are associated with tax revenues, and expenditures and revenues for social support and insurance programs (e.g. Social Security and Medicare) and have found that for all racial/ethnic groups, an increase in a student's educational attainment is associated with substantial value for taxpayers over time.<sup>lxii</sup> In addition to contributing more to the tax base, an increase in educational attainment is also associated with a lower likelihood that the individual will draw on social support programs, such as Temporary Assistance for Needy Families, Unemployment Insurance, housing subsidies, the Supplemental Nutrition Assistance Program (food stamps), and Medicaid. There is also a good deal of evidence that more education is associated with a lower likelihood of criminal activity and incarceration. Reductions in the size of the prison and jail population decrease the costs of operating and maintaining correctional facilities and thereby reduce demands on the public budget.

Lastly, the economic and social mobility effects of graduating from the types of programs proposed in the Triumph Trifecta project are multi-generational. A study on the long-term effects of parents' education on children's educational and occupational success by Dunbow et. al. found that "parents' educational level when the child was 8 years old significantly predicted education and occupational success for the child 40 years later."<sup>lxiii</sup> While for the purposes of submitting this application, the College calculated ROI using

wages alone over the 5-year grant period, the actual return on investment from Triumph Gulf Coast would be much higher and much longer factoring in both the immediate and long term economic and social benefits.

### 3. Explain how the proposed project meets the discretionary priorities identified by the board

Table 8 provides a summary of how the Triumph Trifecta project meets the discretionary priorities of the Triumph Gulf Coast Initiative and references where detailed explanations for each priority are provided within this document and the appendix.

Table 8

Discretionary Priorities	Triumph Trifecta Project Alignment
Transformational	The proposed Triumph Trifecta project aims to 1) improve the lives of individuals by increasing socioeconomic mobility through educational attainment and increased wages, and 2) stimulate economic growth through increased productivity that results from education and skill acquisition. Through the five years of the grant, the project will graduate 985 students with degrees and credentials that will produce wages \$28.3M over minimum wage. Ten-year anticipated benefits include increasing educational attainment for 3,031 individuals and increasing wages \$89M over minimum wage. Please see discussion of the project's anticipated ROI on pages 43-45 and basis for calculations in Appendix B and Appendix F.
Consummated quickly & efficiently	The College has taken many steps to ensure the project is launched successfully, can be managed efficiently to budget and timeline and yields the greatest results in the shortest amount of time. Industry and business leaders and other partners provided significant input into the development of the project (e.g. selection of the new programs). Prospectuses for SACSCOC accreditation has already been submitted for two programs (unmanned vehicles and natural gas) which will start enrolling students in fall 2018. The College is maximizing efficiencies of the project by leveraging and repurposing existing facilities, owned by the College and partners, to house the programs.
Promotes Net new jobs	The project will contribute to new jobs directly in the addition of 44 new staff at the College to implement the new programs. The project will also contribute new jobs through the construction and renovation work to the facilities.
Alignment with NWF Forward	The College has closely aligned the project to the economic development strategies outlined in the Northwest Florida Forward plan. Aligned to the NWF Forward plan, the Triumph Trifecta project focuses on talent development in industries identified as key targets for diversification (Aerospace & Defense and Manufacturing). For example, Strategy 2.1.1.1 in the plan calls for "continue strengthening the regions' workforce education and training programs connected to aerospace and other STEM fields". (Please see pages 3, 6, 8, 13, 18, 30-31 for additional examples of alignment).
Create net new jobs in targeted industries	While not necessarily causal, we anticipate the project will contribute to an increase in the number of new jobs in targeted industries and have established an objective (4.3) to this end. The project increases the skilled labor supply, which in turn attracts new and expanding business that create new jobs. The College will compare total jobs within each targeted industry year over year to determine impact.

Discretionary Priorities	Triumph Trifecta Project Alignment
Promote industry cluster impact from unique targeted industries	The Triumph Trifecta project builds skills that are transferrable across industries, and supports development in unique growth targeted industries. For example, the unmanned vehicle technology program prepares students for careers in military, agriculture, environmental, public safety, marketing, and other industries. Unmanned vehicles are deployed for monitoring, tracking, mapping/surveying, photography and videography, detection and maintenance applications.
Create net new jobs with wages above national avg	The project establishes 38 new workforce training academic programs that align with over 54 high wage, high demand occupations. In many instances wages for the Triumph region are below national averages, therefore, the College conducted a comparison to the regional average wage across all targeted industries. The vast majority of the occupations that are targeted through the project have average wages above the Triumph regional average for the targeted industries of \$17.99/hr. (See Appendix B for comprehensive list of programs and associated occupations).
Located in Rural Area of Opportunity	The City of Freeport in Walton County is designated as a Rural Opportunity Area. The project's Simulated City Center of Excellence will be located at the DeFuniak Springs campus which is in close proximity to Freeport (17 miles from Freeport's city center) and will be easily accessible to residents of Freeport.
Provide wider regional impact	The three centers of excellence were strategically selected to meet the demand of employers, to increase the labor supply for emerging opportunities, and to fuel diversification. While the College's service area includes the disproportionately affected Okaloosa and Walton Counties, the unique programs offered by the College will draw enrollment from outside the two counties furthering our reach and potential to have a larger impact on the region. Because it is one of-a-kind in the state, the Simulated City Center will provide a competitive asset, drawing industry clients seeking workforce development training from across the Panhandle, the state, and potentially the Southeast. This is particularly true of the energy sector trainings.
Align with similar programs across the region – not duplicative	The project establishes academic programs for degrees and credentials that prepare graduates for high wage, high demand jobs. For the most part, the project provides programs that are not available in the region. In the very few instances where a program does exist (e.g. Pharmacy Tech and Physical Therapy Assistant), the demand for graduates far exceeds the current output of the existing programs (see pages 19, 25, and 29 for more detailed explanations).
Enhance research and innovative technologies in the region	The Centers of Excellence model creates a resource hub for industry trends, best practices, innovative curriculum, top-notch faculty and seamless student success tracks around industry clusters. The Simulated City Center of Excellence will provide an unduplicated testing and training facility for the Triumph Gulf Coast region. Within the controlled environment, business can innovate, experiment, test new technologies, and train workers.
Create a COE unique to NWF	The Triumph Trifecta project creates three centers of excellence that are both unique to Northwest Florida and in some instances to the entire state. The Simulated City Center will be the only one of its kind in the state of Florida. The programs offered within each center of excellence have been strategically identified because they meet a growing demand for skills labor, or they are not readily offered in the region. The three centers are also intrinsically linked to the overall diversification and economic prosperity of the region.
Create unique asset in the region that can be leveraged for growth	Northwest Florida State College is a vital resource for the region, providing access and opportunity to residents through education and producing skilled graduates that fuel economic growth. The three centers of excellence that will be established



Discretionary Priorities	Triumph Trifecta Project Alignment
	through support from Triumph Gulf Coast create unique assets and competitive advantage for the region that can be leveraged for regional growth of targeted industries. The centers are designed to foster flexible and integrated learning in growing industries to ultimately narrow the gap between employer workforce needs and the Colleges' supply of work-ready graduates. The College's approach provides for maximum flexibility so that talent can quickly be connected where it is needed or rapidly up-skilled to match market demand, thus providing sustainable, transformational economic impact for the region.
Demonstrate long-term sustainability	The College is requesting Triumph Gulf Coast funds to support start-up expenses, such as equipment, curriculum development, facilities remodeling, and initial acquisition of new staff required for the programs prior to enrolling students (see page 38-39 and Appendix D for detailed project budget narrative). Once all programs have matured and reached enrollment capacity, revenues from tuition and fees will sustain the three Centers of Excellence at the 5-year mark and beyond.
Leverage funding from other public & private sources	The College has secured \$41,565,350 in matching funds from both the public and private sector. Much like the requested Triumph Gulf Coast funding, other match funds are supporting the establishment of the programs. Sources include: Paul Hsu, Ph.D., Sunshine Aero Industries, State of Florida Public Education Capital Outlay funding, and College resources.
Provide local investment & spending	The project supports local investment and spending in two ways. First, the expenses for renovation and construction associated with establishing the programs will generate revenue within the local economy. Second, the additional wages earned by graduates and new staff will generate consumer spending and increase tax revenue for the local economy.
Supported by more than one governmental entity and/or company	The project has received overwhelming support from city/county governments, local businesses, and local economic development entities. Support letters are provided from the City of Crestview, the City of DeFuniak Springs, the City of Fort Walton, and the Walton County Board of County Commissions. Chambers of commerce, economic development councils, local utilities, small business and giants of industry like General Dynamics Information Technologies have all expressed their enthusiastic support for the project. In total the College has secured 32 letters of support from both the public and private sectors (see Appendix E).
Clear performance metrics	The College has identified clear performance metrics for the project in the goals and objectives section, including number of graduates, numbers of jobs and wages (see pages 40-41).
Deliverable based-payment	The College is open to negotiating a deliverables-based payment agreement tied to project milestones and objectives (e.g. construction start dates, program start dates, and graduates). The College is requesting start-up funding for the Triumph Trifecta project, and thus requires a substantial portion of the budget in year 1 of the project.
Provide capacity building support for regional economic growth	The College facilitates partnerships to build capacity and support innovation by promoting the skills, competencies and abilities of Northwest Florida residents and community at large. The College works closely with regional development entities and area businesses to ensure that educational programs are meeting the immediate and projected employment needs and to create additional competitive advantage to attract new business and industry to the area.
Environmentally conscious and business focused	Environmental consciousness is a strong value at the College that permeates all program areas. The College is home to the Choctawhatchee Basin Alliance and the Mattie Kelly Environmental Institute, both of which focus on sustaining and optimizing

Discretionary Priorities	Triumph Trifecta Project Alignment
	utilization of the Choctawhatchee watershed through education, monitoring, research, and restoration. The College aims to support economic diversification that promotes environmentally sound practices. For example, the Simulated City Center of Excellence provides programs and training on clean energy, solar and waste water treatment. By preparing graduates for jobs in these areas, the project will promote business growth that benefits the environment.

<sup>i</sup> Northwest Florida State College. (return on investment calculations, 2018)

<sup>ii</sup> Northwest Florida State College. (return on investment calculations, 2018)

<sup>iii</sup> Northwest Florida State College. (return on investment calculations, 2018)

<sup>iv</sup> Economic Modeling Specialists Intl. (2018) EMSI 2018.1; QCEW, non-QCEW, Self-Employed. Available at [www.economicmodeling.com](http://www.economicmodeling.com)

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

<sup>vii</sup> Eberts, R.W., Erickcek, G.A., and Kleinhenz, J. (2006) Development of a Regional Economic Dashboard. Retrieved from [http://research.upjohn.org/empl\\_research/vol13/iss3/2/](http://research.upjohn.org/empl_research/vol13/iss3/2/)

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<sup>xi</sup> Economic Modeling Specialists Intl. (2018) EMSI 2018.1; QCEW, non-QCEW, Self-Employed. Available at [www.economicmodeling.com](http://www.economicmodeling.com)

<sup>xii</sup> Ibid.

<sup>xiii</sup> Career Source (2017) Okaloosa Walton Economic Overview Region 2. Retrieved from <http://www.chmuraecon.com/jobseq>

<sup>xiv</sup> Ibid.

<sup>xv</sup> Good, L. and La Prad, J. (2103) Educational Attainment as an Economic Driver for States, Regions and Communities. Retrieved from [https://reicenter.org/upload/documents/colearning/good2013\\_report.pdf](https://reicenter.org/upload/documents/colearning/good2013_report.pdf)

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<sup>xvii</sup> Berger, N. and Fisher, P. (2013) A Well-Educated Workforce is Key to State Prosperity. Retrieved from <https://www.epi.org/publication/states-education-productivity-growth-foundations/>

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<sup>xix</sup> Ibid.

<sup>xx</sup> Baum, S. and Payea, K. (2005) The Benefits of Higher Education for Individuals and Society. Retrieved from <https://trends.collegeboard.org/sites/default/files/education-pays-2004-full-report.pdf>

<sup>xxi</sup> Lamback, S. (2016) Florida Jobs 2030 Report: A Cornerstone Series Report for the Florida 2030 Initiative. Jobs for the Future. Retrieved from [http://www.flchamber.com/wp-content/uploads/2017/01/FINAL\\_Florida-Jobs-2030-Report-013117.pdf](http://www.flchamber.com/wp-content/uploads/2017/01/FINAL_Florida-Jobs-2030-Report-013117.pdf)

<sup>xxii</sup> Ibid.

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Triumph Trifecta Project – Appendix A

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Triumph Gulf Coast, Inc. Trust Fund  
Appendix B Proposed Program and Associated Occupations with SOC Codes

Industry Cluster	Program type	NWFS Program Name	Occupational family w/ SOC Code	2017 Jobs Triumph Region	Projected Annual Openings Triumph Region	2017-2023 Projected growth Service Area	2017-2023 Projected Growth Triumph Region	Regional Demand Occupation List Zone (Florida DEO)	Program Completers in Triumph Area (2016)	Total NWFS completers over 5 year grant period	Average Wage Triumph Region
<b>Simulation City Center of Excellence</b>											
Architecture & Construction	AS	Building Construction Technology	49-9071 Maintenance and Repair Workers	4,832	525	3%	5%	4	0	12	\$16.35
Architecture & Construction	PSAV	Painting and Decorating	47-2141 Painters, construction and maintenance	913	90	8%	6%	1	0	0	\$15.97
Architecture & Construction	PSAV	Brick and Block Masonry	47-3011 Helpers-brickmasons, blockmasons, stonemasons, and tile and mantle setters 47-2021 Brickmasons and blockmasons	212	27	40%	8%	1,2,4,5	0	24	\$16.94
Architecture & Construction	PSAV	Tile Setting	47-2044 Tile and marble setters	260	26	12%	5%		0	24	\$13.04
Architecture & Construction	AAS	Air Conditioning, Refrigeration, & Heating Systems Technology	49-9021 Heating, air conditioning, and refrigeration Mechanics and Installers	1,607	186	9%	9%	1,2,4,5	108	24	\$17.93
Architecture & Construction	CCC	Residential Air Conditioning, Refrigeration, &	49-9021 Heating, air conditioning, and	1,607	186	9%	9%	1,2,4,5	108	12	\$17.93

		Heating Systems Assistant	refrigeration Mechanics and Installers								
Architecture & Construction	CCC	Residential Air Conditioning, Refrigeration, & Heating Systems Technician	49-9021 Heating, air conditioning, and refrigeration Mechanics and Installers	1,607	186	9%	9%	1,2,4,5	108	12	\$17.93
Energy	PSAV	Solar Photovoltaic System Design, Installation and Maintenance-Entry Level	47-2231 Solar photovoltaic installers 49-9099 installation, maintenance, an repair workers, all other	33	4	8%	9%		3	43	\$14.73
Energy	PSAV	Natural Gas Operations and Distribution	43-5041 Meter readers, utilities 51-9198 Helper-production workers 47-2073 Operating engineers and other construction equipment operations 53-3032 Heavy and tractor trailer truck drivers	4,689	555	6%	6%	1,2,4,5	0	51	\$17.73
Architecture & Construction	AS	Civil Engineering Technology	17-3022 Civil engineering technicians	226	22	8%	4%		87	10	\$24.85
Architecture & Construction	CCC	Field Survey Technician	17-3022 Civil engineering technicians	226	22	8%	4%		87	16	\$24.85
Aerospace	AS	Unmanned Vehicle Systems Operations	17-3021 Aerospace engineering and operations technicians 17-3024 Electro-mechanical technicians	59	6	-7%	2%		81	27	\$34.46
Agricultural Food & Natural Resources	AS	Agricultural Production Technology	11-9010 Farmers, ranchers, and other agricultural managers	44	4	N/A	9%		N/A	0	\$38.86

Agricultural Food & Natural Resources	PSAV	Water Treatment Technologies	51-8031 Water and wastewater treatment plant and system operators	463	43	14%	2%		0	19	\$19.78
Agricultural Food & Natural Resources	AS	Landscape and Horticulture Technology	37-1012 First-line supervisors of landscaping, lawn service, and grounds keeping	373	42	10%	9%	1,2,4,5	0	0	\$20.36
Agricultural Food & Natural Resources	CCC	Landscape and Horticulture Professional	37-1012 First-line supervisors of landscaping, lawn service, and grounds keeping	373	42	10%	9%	1,2,4,5	0	4	\$20.36
Agricultural Food & Natural Resources	CCC	Landscape and Horticulture Specialist	37-3011 Landscaping and grounds keeping workers 45-2092 Farmworkers and laborers, crop, nursery, and greenhouse	3,142	457	10%	11%		4	4	\$11.31
Agricultural Food & Natural Resources	CCC	Landscape and Horticulture Technician	37-1012 First-line supervisors of landscaping, lawn service, and grounds keeping	373	42	10%	9%	1,2,4,5	0	4	\$20.36
<b>Advanced Technology Center of Excellence</b>											
Manufacturing	AS	Engineering Technology	11-9111 – Medical and Health Services Managers 17-2031 – Biomedical Engineers 17-2051 – Civil Engineers 17-3012 – Electrical and Electronics Drafters	11,459	1,181	6%	7%	1,2,4,5	877	30	\$28.38

			17-3013 – Mechanical Drafters 17-3019 – Drafters, All Other 17-3023 – Electrical and Electronic Engineering Technicians 17-3024 – Electro-Mechanical Technicians 17-3026 – Industrial Engineering Technicians 17-3027 – Mechanical Engineering Technicians 17-3029 – Engineering Technicians, Except Drafters, All Other 19-4021 – Biological Technicians 27-1029 – Designers, All Other 29-2012 – Medical and Clinical Laboratory Technicians 29-2071 – Medical Records and Health Information Technicians 31-9092 – Medical Assistants 51-4012 – Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic 51-4061 – Model Makers, Metal and Plastic								
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			51-9082 – Medical Appliance Technicians 13-1199 – Business Operations Specialists 49-2094 – Electrical and Electronics Repairers, Commercial and Industrial Equipment 49-2095 – Electrical and Electronics Repairers, Powerhouse, Substation, and Relay 49-9041 – Industrial Machinery Mechanics								
Manufacturing	NWF Cert	Maintenance Technician	49-9041 Industrial Machinery Mechanics 17-3026 Industrial Engineering Technicians 17-3024 Electro-Mechanical Technicians	700	80	10%	13%	1,2,4,5	86	11	\$23.88
Manufacturing	CCC	Automation	17-3027 Mechanical engineering technicians	55	6	6%	15%		96	11	\$25.73
Manufacturing	CCC	Mechatronics	17-3024 Electro-mechanical technicians 17-3027 Mechanical engineering technicians	70	8	10%	13%		99	11	\$24.85
Manufacturing	CCC	Pneumatics, Hydraulics & Motors for Manufacturing	17-3027 Mechanical engineering technicians	55	6	6%	15%		96	11	\$25.73
Aerospace	AS	Professional Pilot Technology	53-2011 Airline pilots, copilots, and flight engineers 53-2012 Commercial pilots	541	52	-4%	-1%	1,2,4,5	0	36	\$45.55

Aerospace	CCC	Commercial Pilot	53-2012 Commercial pilots	442	43	-4%	0%	1,2,4,5	0	8	\$41.28
Aerospace	PSAV	Aviation Airframe Mechanics	49-3011 Aircraft mechanics and service technicians	1,049	82	-4%	-5%	1,2,4,5	33	58	\$26.32
Aerospace	PSAV	Aviation Powerplant Mechanics	49-3011 Aircraft mechanics and service technicians	1,049	82	-4%	-5%	1,2,4,5	33	58	\$26.32
<b>Health Sciences Center of Excellence</b>											
Health Science	AS	Dental Hygiene	29-2021 Dental hygienists	663	51	11%	9%	1,2,4,5	45	32	\$29.21
Health Science	AS	Medical Laboratory Technology	29-2011 Medical and clinical laboratory technologist	381	29	4%	8%	1,2,4,5	25	43	\$27.89
Health Science	CCC	Medical Clinical Laboratory Technician	29-2011 Medical and clinical laboratory technologist 31-9097 Phlebotomists 31-9099 Healthcare support workers, all other	1,008	113	7%	10%	1,2,4,5	66	48	\$20.46
Health Science	AS	Medical Assisting Advanced	31-9092 Medical assistants 31-9099 Healthcare workers, all other 43-4171 Receptionists and information clerks 31-9097 Phlebotomists	6,237	881	11%	10%	1,2,4,5	377	58	\$13.69
Health Science	CCC	Medical Assisting Specialist	31-9092 Medical assistants 31-9099 Healthcare workers, all other 43-4171 Receptionists and information clerks 31-9097 Phlebotomists	6,237	881	11%	10%	1,2,4,5	377	64	\$13.69



Health Science	AS	Health Information Technology	29-2071 Medical records and health information technicians	414	34	11%	12%	1,2,4,5	60	38	\$18.28
Health Science	CCC	Healthcare Informatics Specialist	29-2071 Medical records and health information technicians	414	34	11%	12%	1,2,4,5	60	24	\$18.28
Health Science	AS	Occupational Therapy Assistant	31-2011 Occupational Therapy Assistants	134	26	30%	32%		0	32	\$30.56
Health Science	AS	Physical Therapy Assistant	31-2021 Physical Therapy assistants	259	50	30%	33%	1,2,4,5	28	32	\$28.02
Health Science	AS	Respiratory Care	29-1126 Respiratory therapists	440	28	6%	9%	1,2,4,5	15	38	\$24.83
Health Science	ATD	Pharmacy Technician	29-2052 Pharmacy technicians	1,142	111	12%	10%	5	46	56	\$14.11

Source: Emsi 2018.1; QCEW, non-QCEW, Self-Employed

Source: 2018-2019 Regional Demand Occupation Lists. Florida Department of Economic Opportunity. Retrieved from:  
<http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

Triumph Gulf Coast, Inc. Trust Fund  
Appendix C Facility Specifications  
Triumph Trifecta Project

**Advanced Technology Center of Excellence**

Crestview Technology Airpark at 5795 John Givens Rd, Crestview, FL 32539  
(\$1.37M in construction and renovation)

- 2-Buildings, 25,000 sq. ft. each
- 4-Instructor offices, 6-Classrooms, 7-Lab space areas, and 1-Support (Tool) room

The **Advanced Technology Center of Excellence** will be located at the Crestview Technology Airpark, situated at the Bob Sikes Airport. The location offers a significant advantage in serving the growing Crestview population, conveniently located off the I-10 corridor, 100 miles east of the Airbus Final Assembly Line at Brookley Field in Mobile, Alabama.



*Robert L.F. Sikes Education Center*



*Aerial View of Crestview Technology Airpark*

Students will also be able to access general education courses at the nearby Robert L.F. Sikes Education Center (805 E. James Lee Blvd, Crestview, FL 32539), where there are ten classrooms and two state-of-the-art computer labs totaling 84 computer stations.

The Crestview Technology Airpark, a haven for defense and industrial Aerospace development as well as modification and conversion companies, provides the College two new instructional buildings, in a tenant capacity, for education and training. The airpark's 8,000-foot runway and its financial independence ensure that the facility will service our program for years to come, providing a multitude of expansion opportunities for programs, training, and industry partnerships.

The primary practical location of the Professional Pilot program will be housed in one 25,000 sq. foot building of the Crestview Technology Airpark, and the applied coursework for the Engineering Technology program will be housed in the second 25,000 sq. foot building. Renovations of both spaces are necessary with some build-out of classrooms, lab areas, and instructor offices required. Rented planes will be fully maintained at this location. The donation of waived lease rates by Dr. Paul Hsu ensures the facilities can be quickly transformed into a state-of-the-art educational facility where students receive hands-on learning experiences as they become certified Aviation Mechanics.



*Sample Photo of Lab Space*

### **Simulated City Center of Excellence**

908 West Highway 90, DeFuniak Springs, FL 32433

Simulated City Build-Out (\$1.55M expense):

- Utility Infrastructure
- Four resident structures
- Six “tiny homes”
- One commercial building
- 20,000 sq. foot instructional laboratory
- Pole Barn

Existing facilities include:

- 104.35 Acres
- Two Buildings with 12 Classrooms



*Rendering of Simulated City*

The **Simulated City Center of Excellence (“Sim City”)** will be located at the Chautauqua Center in DeFuniak Springs. Existing facilities at this campus feature ten classrooms, one of which is distance learning equipped, and two computer rooms with a total of 44 computer stations for general education and core coursework. Additionally, it offers an 88-acre site for the development of Sim City.



*Chautauqua Center*

Phase I of the project will utilize approximately 15 acres, providing potential for future build-out. The “living laboratory” will consist of curbed roadways supported by municipal infrastructure for gas, sewer, and power utilities. The project will include building sites for four full-size resident structures, six “tiny homes,” one commercial building site for a convenience store type of structure, and one site for a 20,000 sq. foot instructional laboratory. A pole barn structure will be constructed to shelter excavating equipment. It will also provide an area for unmanned vehicle training, creating a hub for innovation and education.

The Simulated City Center of Excellence will provide hands on training in the areas of heating, agriculture, building technology, water treatment, and more. The Center will provide a place for students to engage in on-the-job training for precarious professions in a safe learning environment. Sim City will be a true experimental city, a place where construction businesses may test new designs and where horticulture

experts can practice their trade, perhaps discovering new sustainable technologies.



*Sample Photo of Simulated City*

This Sim City concept has generated interest from businesses such as Auburn Water System, Inc., Baskerville Donovan, Inc., Destin Water Users, and the Gas Technology Institute, located in Illinois. Letters of support from JP Carducci, South Walton Utilities, and National Boiler Service indicate an increase in the workforce deficit in recent years, resulting in significant private industry support for the Simulated City project.

### **Health Sciences Center of Excellence**

Location 1: 100 College Blvd, Building 420, Niceville, FL 32578 (Construction & Renovation \$1.3M)

Location 2: 1170 Martin Luther King, Jr. Blvd., Building 8, Fort Walton Beach, FL 32547  
(Construction & Renovation \$3.0M)

The **Health Sciences Center of Excellence** will be co-located at the Niceville and Fort Walton Beach campuses. The Niceville campus will house the Medical Assisting, Medical Laboratory Technology, Health Information Technology, Respiratory Care, and Dental Hygiene Programs in its healthcare building. The Niceville campus has 93 classrooms and 15 computer rooms offering 416 computer stations. The majority of classes for these programs will be housed on the Health Sciences floor, which will be remodeled prior to the program start date. The cost of the remodel for these programs is \$1.3 million at the Niceville Campus.



*Health Sciences Facility, Building 420,  
Niceville Campus*



The Physical Therapy Assisting and Occupational Therapy Assistant programs will be located at the auditorium on the Fort Walton Beach Campus. This space will be renovated into a multi-use classroom/lab space, ideally situated for physical and occupational therapy, providing a dynamic learning environment. The working lab/classroom will allow students to operate in a traditional classroom space and subsequently “flip the table” to practice what they just learned. The program offerings at the Fort Walton Beach Campus are supported by 33 additional classrooms, a library, and 4 computer labs with 71 computer stations.



*Auditorium at Fort Walton Beach Campus*

Renovation costs for the co-located Health Sciences Center of Excellence totals \$4.3M and ensures state-of-the art training facilities. Local area hospital and healthcare providers have expressly requested workforce training support in the healthcare industry to meet the ever-



*Sample Multi-Use Classroom/Lab Space*

growing demand in high paying positions such as Medical Lab Technicians, Respiratory Technicians, Pharmacy Technicians, Physical Therapy Assistants (PTA), and Occupational Therapy Assistants (OTA). Northwest Florida State College currently offers robust workforce training in Dental Assisting, Nursing, and Radiology. The new programs are a natural extension of the College's mission to address the region's dearth of health care professionals.



Triumph Gulf Coast, Inc. Trust Fund  
Appendix D – Detailed Project Budget

## Overview

The College's primary sources of revenue include state appropriations and the collection of tuition and fees from students. While there is regional need for the College to expand the number of programs available to the residents of Okaloosa and Walton counties, this project totals \$60,300,496 and the amount of start-up funding required for the scope of the Triumph Trifecta project is not feasible without external funding. The College's fiscal year is July 1 to June 30 and project budgets were built based on the College's fiscal year (e.g. FY19 refers to period of July 1, 2018 to June 30, 2019).

*Table 1D Total Combined Expense Detail with Aligned Revenue*

	FY19	FY20	FY21	FY22	FY23	Total
Triumph Gulf Coast Grant	\$17,058,815	\$556,526	\$365,862	\$373,219	\$380,723	<b>\$18,735,145</b>
College Direct & Indirect	\$2,897,239	\$5,694,967	\$6,186,444	\$6,503,636	\$6,656,485	<b>\$27,938,770</b>
Other Match Contributions	\$2,505,316	\$10,655,316	\$155,316	\$155,316	\$155,316	<b>\$13,626,580</b>
Total Expense/Revenue	\$22,461,370	\$16,906,809	\$6,707,622	\$7,032,171	\$7,192,524	<b>\$60,300,495</b>

Outlined below are the four proposed sources of revenue for this project:

- Triumph Gulf Coast requested funding
- Direct College contributions
- Indirect College contributions
- Other match funds

Expense Detail is also provided in the following categories:

- Breakdown of expenses requested from Triumph Gulf Coast
- Breakdown of expenses paid directly or indirectly by the College
- Breakdown of expenses paid by other match contributions

## Triumph Funding

The College is requesting start-up funding to renovate existing facilities to accommodate new classrooms and labs, equipment, and the addition of faculty/staff to meet accreditation criteria prior to launching the new programs. Considerable funding from Triumph is needed in the first year relative to the scope of the project to support launching a significant number of new programs quickly to meet demand and generate ROI in a shorter timeframe. After the first year, the College will begin to generate some revenue through student tuition and the request from Triumph Gulf Coast decreases as shown in Table 2D.

Table 2D Triumph Grant Funding by Fiscal Year

	FY19	FY20	FY21	FY21	FY23	Total
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue
Triumph Funding	\$17,058,815	\$556,526	\$365,862	\$373,219	\$380,723	<b>\$18,735,145</b>

## Direct College Contributions

The College contributes directly to the funding of this project beginning in FY19 as depicted in Table 3D. The dollar amount of direct contributions increases as enrollment (and thus, tuition and fees) increases.

Table 3D NWF State College Direct Funding by Fiscal Year

	FY19	FY20	FY21	FY21	FY23	Total
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue
College Direct	\$1,001,072	\$3,798,801	\$4,290,277	\$4,607,470	\$4,760,318	<b>\$18,457,939</b>

## Indirect College Contributions

The College also contributes indirectly to the project. According to OMB Circular A-122 (2 CFR Part 230): "Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective..." Indirect costs include (but are not limited to) utilities, administrative expenses, and physical facility maintenance.

On federal grants, the grantee may charge indirect costs to the grant. For the Triumph Trifecta project, the College is contributing the indirect expenses as part of the College match in lieu of charging the grant for these expenses. The College's federally approved indirect cost rate is 46% of direct expenses. The indirect contributions are calculated at 46% of the total requested amount (\$18.7M) less the equipment costs (\$9.25M) and distributed evenly across the five-year project budget (see Table 4D).

Table 4D NWF State College Indirect Contributions by Fiscal Year

	FY19	FY20	FY21	FY21	FY23	Total
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue
College Indirect	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	<b>\$9,480,831</b>

## Other Match Funds

As detailed in Table 5D additional match funds for this project are expected to be given as in-kind donations and state appropriated funds. Much like the requested Triumph Gulf Coast funding, other match funds are supporting the establishment of the programs and are thus forecast toward the front of the project. As the programs become fully operational, the College generates more tuition revenue to offset expenses.

Private businessman, Paul Hsu, Ph.D., has provided personal support for the Advanced Technology Center of Excellence by waiving the five-year lease rate for two buildings at the Crestview Technology Air Park, valued at \$776,580. Additionally, Bob Keller of Sunshine Aero Industries, has pledged the donation of a Sabreliner Jet Aircraft, valued at \$350,000, to be used in the Advanced Technology Center of Excellence learning lab.

The College was appropriated \$2 million in the 2018 legislative session for the remodel of the Health Sciences Building on the Niceville Campus. The project is on the State of Florida's Public Education Capital Outlay (PECO Funding) list with the remaining \$10,500,000 project expense anticipated in fiscal year 2020. All PECO funds will be applied as match to the Triumph Trifecta project as they are directly related to facility enhancements in support of the Health Sciences Center of Excellence.

The College is providing both direct and indirect expenses to support the Triumph Trifecta project, as detailed in Table 5D below.

*Table 5D Other Match Funds Provided to the College by Fiscal Year*

	FY19 Revenue	FY20 Revenue	FY21 Revenue	FY21 Revenue	FY23 Revenue	Total Revenue
Other Match Funds Provided to College	\$2,505,316	\$10,655,316	\$155,316	\$155,316	\$155,316	<b>\$13,626,580</b>

## Overview and Comparison of All Revenues

Table 6D below illustrates the revenues needed for upfront costs. In FY19, the College direct and indirect contributions account for 13% of revenues, but this increases to 93% by FY23.

*Table 6D Overview of all Revenues by Fiscal Year*

	FY19		FY20		FY21		FY22		FY23	
	Revenue	%	Revenue	%	Revenue	%	Revenue	%	Revenue	%
Triumph Gulf Coast	\$17,058,815	76%	\$556,526	3%	\$365,862	6%	\$373,219	5%	\$380,723	5%
College Direct Match	\$1,001,072	5%	\$3,798,801	22%	\$4,290,277	64%	\$4,607,470	66%	\$4,760,318	66%
College Indirect Match	\$1,896,166	8%	\$1,896,166	11%	\$1,896,166	28%	\$1,896,166	27%	\$1,896,166	27%
Other Match	\$2,505,316	11%	\$10,655,316	64%	\$155,316	2%	\$155,316	2%	\$155,316	2%
<b>Total</b>	<b>\$22,461,370</b>		<b>\$16,906,810</b>		<b>\$6,707,622</b>		<b>\$7,032,171</b>		<b>\$7,192,523</b>	

## Expense Detail

Below is the expense breakdown for each source of funding. \*Note that the College direct and indirect expenses are combined in the expense detail because the indirect rate stays consistent throughout the life of the grant project.



Table 7D Expense Detail Paid by Triumph Gulf Coast Grant by Fiscal Year

	FY19	FY20	FY21	FY22	FY23	Total
1. Personnel	\$314,042	\$419,340	\$274,727	\$280,221	\$285,826	\$1,574,156
2. Fringe Benefits	\$98,659	\$115,325	\$69,056	\$70,697	\$72,373	\$426,109
3. Travel	\$1,600	\$1,010	\$1,020	\$1,030	\$1,041	\$5,701
4. Equipment	\$9,254,314	\$0	\$0	\$0	\$0	\$9,254,314
5. Supplies	\$1,000	\$500	\$505	\$510	\$515	\$3,030
6. Contractual	\$23,400	\$8,080	\$8,161	\$8,242	\$8,325	\$56,208
7. Construction	\$7,364,150	\$10,605	\$10,711	\$10,818	\$10,926	\$7,407,211
8. Other	\$1,650	\$1,667	\$1,683	\$1,700	\$1,717	\$8,417
9. Total Direct Costs (line 1-8)	\$17,058,815	\$556,526	\$365,862	\$373,219	\$380,723	\$18,735,145
10. Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (Line 9-11)	\$17,058,815	\$556,526	\$365,862	\$373,219	\$380,723	\$18,735,145

Table 8D Expense Detail Paid Directly or Indirectly by College by Fiscal Year

	FY19	FY20	FY21	FY22	FY23	Total
1. Personnel	\$502,500	\$1,629,055	\$1,960,436	\$2,162,145	\$2,255,388	\$8,509,524
2. Fringe Benefits	\$162,822	\$499,735	\$600,900	\$665,245	\$697,939	\$2,626,642
3. Travel	\$3,600	\$8,436	\$9,720	\$18,418	\$18,902	\$59,076
4. Equipment	\$32,500	\$77,150	\$91,392	\$95,755	\$100,713	\$397,510
5. Supplies	\$99,850	\$452,319	\$476,702	\$498,219	\$505,011	\$2,032,102
6. Contractual	\$162,000	\$857,694	\$866,271	\$874,934	\$883,683	\$3,644,582
7. Construction	\$19,200	\$250,117	\$255,868	\$260,677	\$264,784	\$1,050,646
8. Other	\$18,600	\$24,295	\$28,988	\$32,078	\$33,899	\$137,859
9. Total Direct Costs (line 1-8)	\$1,001,072	\$3,798,801	\$4,290,277	\$4,607,470	\$4,760,318	\$18,457,939
10. Indirect Costs*	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	\$1,896,166	\$9,480,831
12. Total Costs (Line 9-11)	\$2,897,239	\$5,694,967	\$6,186,444	\$6,503,636	\$6,656,485	\$27,938,770

Table 9D Expense Detail Paid by Other Match Contributions by Fiscal Year

	FY19	FY20	FY21	FY22	FY23	Total
Adv. Technology COE Rent	\$155,316	\$155,316	\$155,316	\$155,316	\$155,316	\$776,580
Sabreliner Jet Aircraft	\$350,000	\$0	\$0	\$0	\$0	\$350,000
State of Florida PECO Funding	\$2,000,000	\$10,500,000	\$0	\$0	\$0	\$12,500,000
Total Matching Funds	\$2,505,316	\$10,655,316	\$155,316	\$155,316	\$155,316	\$13,626,580

## Sustainability

The total revenues and expenses for the life of the grant project are expected to be \$60,300,496, much of which are start-up costs. The funds requested from Triumph Gulf Coast are truly catalytic, launching the programs, and will be leveraged to create a sustainable funding model. Not all programs come online at the same date nor mature reaching full enrollment capacity at the same time. Thus, Triumph Gulf Coast funds are leveraged to cover projected gaps over the five-year grant period to ensure financial viability and ultimate sustainability. By FY21, the College begins to actualize tuition revenue to cover additional equipment, operational expenses, and salaries with benefits (as detailed in Table 10D), but these earned revenues will not cover all the direct start-up costs (construction, contractual services, etc.) that are associated with beginning the new programs and supporting them until they reach full enrollment capacity.

The net income pro forma provided in Table 10D provides a projection for how the ongoing operating costs will be sustainable (exclusive of all associated program start-up costs and the gap funding required as programs mature to reach enrollment capacity). Sustainability is expected through the continued collection of tuition and fees in excess of program costs.

*Table 10D Triumph Trifecta College Net Income Statement*

	FY19	FY20	FY21	FY22	FY23	Total
Total Student Tuition	\$220,181	\$1,844,203	\$3,451,447	\$3,690,149	\$3,970,976	\$13,176,957
Total Student Fees*	\$251,500	\$1,418,183	\$1,296,810	\$1,324,778	\$1,338,936	\$5,630,206
<b>Total Revenues</b>	<b>\$471,681</b>	<b>\$3,262,386</b>	<b>\$4,748,256</b>	<b>\$5,014,927</b>	<b>\$5,309,912</b>	<b>\$18,807,163</b>

	FY19	FY20	FY21	FY22	FY23	Total
Equipment	\$32,500	\$77,150	\$91,392	\$95,755	\$100,713	\$397,510
Operational Expenses	\$303,250	\$1,592,861	\$1,637,549	\$1,684,325	\$1,706,278	\$6,924,264
Salary Expenses	\$665,322	\$2,128,790	\$2,561,336	\$2,827,390	\$2,953,327	\$11,136,165
<b>Total Expenses</b>	<b>\$1,001,072</b>	<b>\$3,798,801</b>	<b>\$4,290,277</b>	<b>\$4,607,470</b>	<b>\$4,760,318</b>	<b>\$18,457,939</b>

	FY19	FY20	FY21	FY22	FY23	Total
<b>Net Revenue</b>	<b>-\$529,392</b>	<b>-\$536,415</b>	<b>\$457,979</b>	<b>\$407,457</b>	<b>\$549,594</b>	<b>\$349,224</b>



**NORTHWEST FLORIDA  
STATE COLLEGE**

**Triumph Gulf Coast, Inc. Trust Fund  
Appendix E Letters of Support**

Name	Organization	Program Support			
		Advanced Technology	Simulated City	Health Sciences	General
Doug Sims	Auburn Water Systems	X	X		
Fred Donovan	Baskerville-Donovan, Inc.				X
Michele Burns	CareerSource Okaloosa-Walton				X
David Cadle	City of Crestview				X
Danny Lucas	City of DeFuniak Springs				X
Michael Beedie	City of Fort Walton	X	X		
Christie Cadenhead	Crestview Area Chamber	X	X		
Lockwood Wernet	Destin Water Users, Inc.		X		
Kim Wintner	Economic Development Council of Okaloosa County	X	X		
Christopher Harrison	Embry-Riddle Aeronautical University				X
Alishia Gonzales	Emerald Coast Hospice				X
Monica Zeis	Fort Walton Beach Medical Center			X	
Tim McDonald	Fort Walton Machining				X
Rod Rinholm	Gas Technology Institute		X		
Raymond Martin	General Dynamics				X
Caralee Gibson	GSC Systems		X		
Amanda Negron	Hsu Educational Foundation	X			
Paul S. Hsu, Ph.D	Hsu, Paul S. (Personal Support)	X			
Jason Carducci	JP Carducci, Inc.		X		
Larry Brown	National Boiler Service				X
Daniel Shearn	North Okaloosa Medical Center			X	
Cindy Anderson	Northwest Florida Manufacturing Council				X
Megan Ross	Pinellas County Utilities		X		
Alicia Keeter	South Walton Utilities		X		
Robert Keller	Sunshine Aero Industries	X	X	X	
Tim McDonald	TeCMEN				X
David Whalen	Twin Cities Hospital			X	
Rick Owen	United Way		X		
Megan Harrison	Walton Area Chamber of Commerce	X	X		
Cecilia Jones	Walton County Board of County Commissioners		X		
Naomi Brown	Well-Site A&E Therapy, Inc.			X	
Paige Amup	West Florida AHEC				X



# NORTHWEST FLORIDA STATE COLLEGE

## Triumph Gulf Coast, Inc. Trust Fund Appendix E Letters of Support

		Program Support			
Name	Organization	Advanced Technology	Simulated City	Health Sciences	General
Doug Sims	Auburn Water Systems	X	X		
Fred Donovan	Baskerville-Donovan, Inc.				X
Michele Burns	CareerSource Okaloosa-Walton				X
Steve Rhodes	CHELCO		X		
David Cadle	City of Crestview				X
Danny Lucas	City of DeFuniak Springs				X
Michael Beedie	City of Fort Walton	X	X		
Christie Cadenhead	Crestview Area Chamber	X	X		
Lockwood Wernet	Destin Water Users, Inc.		X		
Kim Wintner	Economic Development Council of Okaloosa County	X	X		
Christopher Harrison	Embry-Riddle Aeronautical University				X
Alishia Gonzales	Emerald Coast Hospice				X
Monica Zeis	Fort Walton Beach Medical Center			X	
Tim McDonald	Fort Walton Machining				X
Rod Rinholm	Gas Technology Institute		X		
Raymond Martin	General Dynamics				X
Caralee Gibson	GSC Systems		X		
Amanda Negron	Hsu Educational Foundation	X			
Paul S. Hsu, Ph.D	Hsu, Paul S. (Personal Support)	X			
Jason Carducci	JP Carducci, Inc.		X		
Larry Brown	National Boiler Service				X
Daniel Shearn	North Okaloosa Medical Center			X	
Cindy Anderson	Northwest Florida Manufacturing Council				X
April Branscome	School District of Okaloosa County	X	X		
Megan Ross	Pinellas County Utilities		X		
Alicia Keeter	South Walton Utilities		X		
Robert Keller	Sunshine Aero Industries	X	X	X	
Tim McDonald	TeCMEN				X
David Whalen	Twin Cities Hospital			X	
Rick Owen	United Way		X		
Megan Harrison	Walton Area Chamber of Commerce	X	X		
Cecilia Jones	Walton County Board of County Commissioners		X		
Naomi Brown	Well-Site A&E Therapy, Inc.			X	
Paige Arnup	West Florida AHEC				X

# AUBURN WATER SYSTEM, INC

3097 LOCKE LN  
CRESTVIEW, FL 32536  
850-682-1258 OR 850-682-3413 ~ FAX 850-398-6643



November 15, 2017

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

RE: Auburn Water System Letter of Support for NWFSC Triumph Projects

Dear Dr. Stephenson:

Auburn Water System would like to express to you its support for Northwest Florida State College's Regional Triumph Gulf Coast grant proposal for the Triumph Trifecta Centers of Excellence. We were very impressed with the objectives outlined in the NWFSC proposal, which will make it possible for business and community partners to attract new businesses to the Northwest Florida area by demonstrating and enhancing the workforce available for their companies, as well showcasing the excellent educational, environmental and community benefits which can serve their growth and expansion.

Auburn Water System is proud to support NWFSC's Triumph Gulf Coast grant proposal, and we have a strong interest in working together with the college to establish academic programs for the Triumph Trifecta Centers of Excellence. Auburn Water has a vested interest in the successful completion of the Advanced Technology, Hospitality and Culinary Arts Institute, and the Simulated City Project.

Thank you for your guidance and support of such a worthwhile project. If there is any way we can help you achieve the goals you have set forth, please let us know.

Sincerely,



Doug Sims  
General Manager

October 30, 2017

Northwest Florida State College  
Attn. La'Terica Clark  
100 College Boulevard  
Niceville, FL 32536

Dear Northwest Florida State College,

I am writing on behalf of Baskerville-Donovan, Inc. to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

Baskerville-Donovan, Inc. hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Respectfully,

**BASKERVILLE-DONOVAN, INC.**



Fred C. Donovan, PE  
President/CEO





**Pamela A. Tedesco, Chairperson**

**Michele Burns, Executive Director**

October 27, 1917

Dear Northwest Florida State College,

I am writing on behalf of CareerSource Okaloosa Walton to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.


CareerSource Okaloosa Walton hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Triumph Trifecta. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

A handwritten signature in black ink that reads "Michele Burns". The signature is fluid and cursive, with the first name "Michele" written in a larger, more prominent script than the last name "Burns".

Michele Burns  
CareerSource Okaloosa-Walton  
Executive Director  
109 8<sup>th</sup> Ave. Shalimar Florida, 32579  
850-651-2315





A Touchstone Energy  
Cooperative 

11/5/2017

Dear Northwest Florida State College,

I am writing on behalf of Choctawhatchee Electric Cooperative (CHELCO) to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal will develop the STEM skills needed for our area's future workforce. The new programs offered will bring opportunities for basic skills that are no longer common knowledge for newer generations. Recent figures from the U.S. Bureau of Labor Statistics show that STEM Jobs will grow 1.7 times faster than non-STEM jobs between now and 2020. Unequivocally, a successful NWF State College (NWFSC) Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

According to a study developed by the Society for Human Resource Management, *2017's Best and Worst Metro Areas for STEM Professionals*, Seattle ranked No. 1 because they offer professional opportunities and STEM-friendly environment. We believe the NWFSC Simulated City will offer professional development which will lead to professional opportunities. Our area already offers a STEM-friendly environment with our local high schools and employment opportunities. Our Cooperative employs IT Professionals, Engineers and Engineering Representatives, and Technical Experts in Energy Efficiency; all of which require a basis of STEM knowledge and skills.

CHELCO supports NWF State College's Triumph Gulf Coast Grant proposal and the goal of giving our students a pathway to success in the workforce of tomorrow. The Simulated City will play a role in our local economic needs and sustaining our area.

Signature,

**STEVE RHODES**

Chief Executive Officer





# CITY OF CRESTVIEW

## OFFICE OF THE MAYOR

P.O. DRAWER 1209, CRESTVIEW, FLORIDA 32536

(850) 682-3812

Fax (850) 682-4336

November 16, 2017

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

Dear Dr. Stephenson,

As Mayor of the City of Crestview, Florida, I am honored to add my endorsement of Northwest Florida State College's Regional Triumph Gulf Coast Trifecta Centers of Excellence. Northwest Florida stands to gain from this project especially in the area of operation expansions thereby increasing employment opportunities for our highly skilled local workforce.

NWFSC's growing educational footprint is having a positive impact in this area as it continues to serve as a base for economic growth. I am also pleased to note that the City of Crestview will reap the rewards of diversified educational offerings as more career fields are available for the graduates of our fine school system as well as for the older students seeking training that will not only benefit our entire area, but to the well being of their families.

The City of Crestview, the home of the NWFSC Bob Sikes Education Center campus, will continue to enjoy a collaborative effort in promoting advanced educational opportunities for our citizens,

Sincerely,

David Cadle  
Mayor

## City of DeFuniak Springs

45 N. Park Street  
DeFuniak Springs, FL 32433



Phone: 850-892-8537  
Fax: 850-892-8415  
TDD: 850-892-8504

DeFuniak Springs, FL 32435

February 26, 2018

NWF State College  
Attn: La'Terica Clark  
100 College Blvd.  
Niceville, FL 32536

Dear Northwest Florida State College,

I am writing on behalf of the City of DeFuniak Springs to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses and municipalities, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

The City of DeFuniak Springs hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the project. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

Danny Lucas  
City Manager



# City of Fort Walton Beach

*"The Treasure of the Emerald Coast"*

107 Miracle Strip Parkway SW \* Fort Walton Beach, FL 32548

(850) 833-9574 \* Fax (850) 833-9640

TDD (850) 833-9925



*Michael D. Beedie*  
City Manager  
[mbeedie@fwb.org](mailto:mbeedie@fwb.org)

November 9, 2017

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

RE: City of Fort Walton Beach Letter of Support for NWFSC Triumph Projects

Dear Northwest Florida State College:

The City of Fort Walton Beach would like to express its support for Northwest Florida State College's Regional Triumph Gulf Coast grant proposal for the Triumph Trifecta Centers of Excellence. The objectives outlined in the NWFSC proposal make it possible for businesses and community partners to meet employment needs, potentially expand operations, and attract new businesses to the Northwest Florida area.

Unequivocally, a successful NWFSC Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

The City of Fort Walton Beach hereby supports NWFSC's Triumph Gulf Coast grant proposal with a valid interest in working together to establish academic programs for the Triumph Trifecta Centers of Excellence. The City has a vested interest in all three (3) Centers of Excellence: Advanced Technology, Hospitality & Culinary Arts Institute, and Simulated City Project.

The City looks forward to collaborating with NWFSC on building world-class educational programs to meet the employment needs of our region. If you have any questions or require additional information, please contact me at [mbeedie@fwb.org](mailto:mbeedie@fwb.org) or (850) 833-9612.

Sincerely,

Michael D. Beedie, P.E.  
City Manager

Dick Rynearson  
Mayor



November 17, 2017

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

RE: Support for NWFSC Triumph Gulf Coast Triumph grant proposals

The Crestview Area Chamber of Commerce sees great importance to the success and implementation of the Northwest Florida State College's Regional Triumph Coast Grant proposal for the Triumph Trifecta Centers of Excellence. We strongly support the proposals as they will provide workforce education additions to not only the north Okaloosa area but throughout both Okaloosa and Walton counties. Regional development is the future for the Panhandle.

The proposed programs for Advanced Technology and Simulated City Project are particularly important for developing new educational pathways to the manufacturing, utility and construction industries. These industries will have great need for both primary certifications and continuing education to grow a larger and sustainable work force to accommodate the expected high growth along the I-10 corridor.

We are aware of, and appreciate, the many months of preparation that Northwest Florida State College has made to insure Triumph funds invested into our area will raise the opportunity level for new and environmentally sound career pathways for generations to come.

If there is anything else we can do to show our support for this proposal, please let us know.

Respectfully,

Christie Cadenhead  
Chairman of the Board

Robyn Helt  
Chairman-Elect

1447 Commerce Drive  
Crestview, Florida 32539

Telephone: 850.682.3212  
Fax: 850.682.7413

info@crestviewchamber.com  
www.crestviewchamber.com





**DESTIN WATER USERS, INC.**

P.O. BOX 308 DESTIN, FL 32540-0308  
850-837-6146 FAX 850-654-5173

October 27, 2017

Dear Northwest Florida State College,

I am writing on behalf of Destin Water Users, Inc. to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

Destin Water Users, Inc. hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Simulated City Project. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

Lockwood Wernet  
General Manager



December 15, 2017

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

Dear Dr. Stephenson:

The Economic Development Council of Okaloosa County is pleased to submit this letter of support for Northwest Florida State College's "Triumph Trifecta Centers of Excellence" grant proposal to the Triumph Gulf Coast Board of Directors.

As Okaloosa County's lead economic development organization, the EDC has a long history of working together with Northwest Florida State College to accelerate workforce and economic development in our community. Based on our review of the three projects within the College's Triumph application, we feel that these projects align closely with the EDC's efforts to stimulate and diversify the region's economy.

The EDC is especially supportive of the College's plans to leverage and enhance Crestview's Bob Sikes Airport – which features an 8,000' runway and leading aerospace employers such as Lockheed Martin, L3 Crestview Aerospace, Qwest Air Parts and Sunshine Aero. In particular, the planned aviation Airframe and Power Plant (A&P) Mechanic program housed within the Advanced Technology Center of Excellence will be of great benefit to our efforts to support and attract additional aerospace employers to the area.

Just as the Advanced Technology Center of Excellence is enhancing and leveraging an existing asset in the Bob Sikes Airport, the College's planned Hospitality & Culinary Arts Institute stands to leverage and enhance the shared Northwest Florida State College / University of West Florida shared campus in Fort Walton Beach. Despite being one of the two primary legs of the area's economic engine, the hospitality industry currently lacks a quality venue where individuals can gain valued professional training and certificates in an experiential setting capable of offering a "hands on" academic experience. Under the College's Triumph proposal, the EDC believes that would change immeasurably.

In closing, we applaud Northwest Florida State College for its transformational vision in developing the "Triumph Trifecta" proposal and we look forward to forward to partnering with you to ensure the success of these projects.

Sincerely,

Kim Wintner  
Chairman  
EDC of Okaloosa County

Nathan Sparks, CEcD  
Executive Director  
EDC of Okaloosa County

12/18/2017

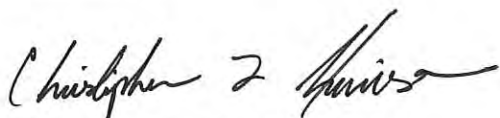
Dear Northwest Florida State College,

I am writing on behalf of Embry-Riddle Aeronautical University Worldwide's Okaloosa Aerospace Academy to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal.

As the dual enrollment component bringing aviation, engineering, cybersecurity, safety and logistics to Okaloosa County Schools, we believe that the workforce grant proposal will continue to build upon what the young students are learning in high school as they are pursuing careers in the region as well as provide invaluable resources for continuing training and education of our current workforce. The Triumph Gulf Coast Grant further scaffolds education and career preparedness by capitalizing on our regional education partnerships and collaborations, making it possible for the regional economy to advance while supporting a sustainable workforce for current and future needs.

We hereby support the Triumph Gulf Coast Grant proposal with a valid interest in working together as the academic programs are stood up and the graduates are ready for employment. As we support the proposed actions of the grant project please let us know in whatever way we could be of help once the grant is geared into practical work.

Sincerely,



Christopher L. Harrison  
Associate Campus Director  
Okaloosa Aerospace Academy  
Embry-Riddle Aeronautical University Worldwide  
[Harric42@erau.edu](mailto:Harric42@erau.edu)  
850-833-3614 ext 4626





March 15, 2018

Dear Northwest Florida State College,

I am writing on behalf of Emerald Coast Hospice to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

Emerald Coast Hospice hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Signature



**Alishia Gonzales, BSN, RN**

Executive Director  
Emerald Coast Hospice

340 Beal Pkwy NW, Ste C  
Ft. Walton Beach, FL 32548  
Tel: 850-862-1069  
Fax: 850-862-5019

200 Grand Boulevard, Ste 205A  
Miramar Beach, FL 32550  
Tel: (850)837-2589  
Fax: (850)269-1053

[www.emeraldcoasthospice.org](http://www.emeraldcoasthospice.org)





# Fort Walton Beach Medical Center

1000 Mar Walt Drive  
Fort Walton Beach, Florida 32547-6795  
(850) 862-1111

March 15, 2018

Northwest Florida State College  
100 College Blvd.  
Niceville, FL 32578

Dear Northwest Florida State College:

I am writing on behalf of Fort Walton Beach Medical Center to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

Fort Walton Beach Medical Center hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the allied health services. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

Monica Zeis  
Chief Nursing Officer  
Fort Walton Beach Medical Center



43 Jet Drive NW  
Fort Walton Beach, FL 32547  
850-244-9095  
850-244-4874 FAX  
[www.fwmachining.com](http://www.fwmachining.com)

November 17, 2017

Northwest Florida State College  
100 College Blvd,  
Niceville, FL 32578

To whom it may concern:

I am writing on behalf of Fort Walton Machining, Inc. to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The workforce grant proposal makes it possible for businesses, such as ours, to fill job demands and potentially expand operations. The Triumph Gulf Coast Grant makes it possible for the regional economy to advance and support a sustainable workforce for current and future needs.

We hereby support the Triumph Gulf Coast Grant proposal with a valid interest in working together as the academic programs are stood up and the graduates are ready for employment. As we support the proposed actions of the grant project please let us know in whatever way we could be of help once the grant is geared into practical work.

Best Regards,

Tim McDonald  
Director of Business Development & Secretary/Treasurer

**GENERAL DYNAMICS**  
Ordnance and Tactical Systems

December 19, 2017

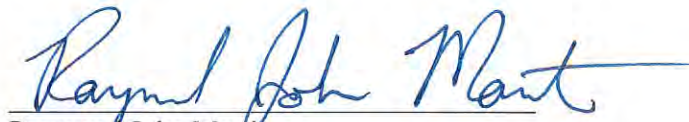
Northwest Florida State College  
Dean of Career and Technical Education  
100 College Blvd  
Niceville, FL 32578

Dear Northwest Florida State College,

I am writing on behalf General Dynamics – OTS (Niceville) to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The workforce grant proposal makes it possible for businesses, such as ours, to fill job demands and potentially expand operations. The Triumph Gulf Coast Grant makes it possible for the regional economy to advance and support a sustainable workforce for current and future needs.

We hereby support the Triumph Gulf Coast Grant proposal with a valid interest in working together as the academic programs are stood up and the graduates are ready for employment. As we support the proposed actions of the grant project please let us know in whatever way we could be of help once the grant is geared into practical work.

Sincerely,

A handwritten signature in blue ink that reads "Raymond John Martin". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Raymond John Martin  
Director and General Manager, Niceville Operations



18 December 2017

Dear Northwest Florida State College,

I am writing on behalf of GSC Systems, Inc. to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal.

One of the most important components of a successful economy in any region is a sustainable workforce, supported by the availability of appropriate resources for continuing education. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come. Because we are at such a critical point due to the aging out of the current workforce, this has become a very high priority for every phase of industry.

GSC Systems hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Simulated City Center of Excellence. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Should you have any additional comments, or need any additional information, please call me at my office at (850) 243-8812.

Sincerely,

Caralee M. Gibson  
President

**Honeywell**

**Authorized Dealer**  
Commercial Security Systems

GSC Systems, Inc. • 15 Industrial Street NW • Fort Walton Beach, FL 32548  
FL State License EF0000906 • AL License 1055 • UL Cert #BP8826  
Phone: (850) 243-8812 • Fax: (850) 244-2530 • [www.gscsystems.net](http://www.gscsystems.net)





February 19, 2018

Dennis A Sherwood  
Dean of Career and Technical Education  
Northwest Florida State College  
100 College Blvd.  
Niceville, FL 32578

Dear Mr. Sherwood,

On behalf of the Gas Technology Institute (GTI) I am writing to express our support of the Northwest Florida State College's Regional Triumph Coast Grant proposal. GTI is a leading industry organization that has been addressing global energy and environmental challenges by developing training programs and technology-based solutions for consumers, industry, and government for more than 75 years. Additional information can be found at [www.gastechnology.org](http://www.gastechnology.org).

Workforce development is a critical challenge facing the natural gas industry. The industry's high level of activity replacing aging pipeline and building new pipelines will have sustained growth for the foreseeable future. This robust activity, along with demographics of the current workers requires a collaborative effort to train skilled workforce. A Florida facility to provide classroom and hands-on training would be ideal to help meet this workforce challenge. Incorporating industry input that informs the curriculum and facility development will be critical to success and GTI would seek to partner with Northwest Florida State College to build a successful workforce development program in Florida.

GTI supports the proposal developed by Northwest Florida State College and looks forward to participating in the implementation of this much needed training facility in this region.

Sincerely,

Rod Rinholm  
Executive Director, Business Development & Education  
T: 847-691-5443  
[rod.rinholm@gastechnology.org](mailto:rod.rinholm@gastechnology.org)



March 28, 2018

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

Dear Dr. Stephenson,

On behalf of the HSU Educational Foundation, I would like to extend my full support for Northwest Florida State College's plans to establish an Advanced Technology Center in Okaloosa County. Our collaborative partnership will help create a strong workforce development pipeline to fill more jobs, stimulate economic recovery, and prepare students with the skills of greatest demand, working in careers which provide higher wage opportunities in our region. The college's proposed plans for expansion and development of your programs with a focus on aviation maintenance, advanced manufacturing, automation, electronics and pneumatic hydraulic motors will offer great value for development of the resources needed to accomplish a transformative economic impact in Okaloosa and Walton counties.

We are proud to support the objectives of NWFSC as we work with the college and our industry partners to establish Technology Coast Innovation Centers, first in Okaloosa County and expanding across the eight disproportionately affected counties of the Gulf Coast. As part of our mission to encourage K-20 students to consider and explore career pathways within the fields of STEM, we envision great value to linking resources across public-private channels for the betterment of the next generation.

We hereby support the Gulf Coast Grant proposal with a valid interest in working together. As we support the proposed actions of the grant project, please let us know in whatever way we could be of help.

Sincerely,

A handwritten signature in black ink, appearing to read "Amanda Negron", is written over the typed name and title.

Amanda Negron  
Executive Director

HSU Educational Foundation  
70 Ready Avenue NW, Fort Walton Beach, FL 32548  
[amanda.negron@hsu-foundation.org](mailto:amanda.negron@hsu-foundation.org) / [www.hsu-foundation.org](http://www.hsu-foundation.org)

Paul S. Hsu, Ph. D

March 30, 2018

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

Dear Dr. Stephenson,

I want to express my support for the Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. I really believe in the opportunities created by the A&P School in addition to the other valuable courses offered by the Advanced Technology Center. The program will prepare students with skills needed to fill jobs of high demand and will allow for economic growth in our region.

I support the NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs that will transform our region and offer a brighter future for the next generation. I look forward to partnering with NWF State College to build a strong talent pipeline prepared to fulfill workforce needs in our region and expand higher wage opportunities within our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul S. Hsu", followed by a period.

Paul S. Hsu , Ph. D



**JP Carducci Inc.**

Construction Services  
www.jpcarducciinc.com

204A Bob Sykes Blvd.  
Ft. Walton Beach FL, 32547  
info@jpcarducciinc.com  
850-699-1028

---

15 Jan 2018

Dear Northwest Florida State College,

I am writing on behalf of JP Carducci, Inc. to express our full support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal.

As an active member of the community and a residential builder, we employ the full spectrum of the construction industry trades and have an intimate knowledge of industry needs. We have experienced a workforce deficit in every trade to include drywall, framing, masonry, carpentry, painting, etc. We are not seeing a comparable number of candidates entering the workforce with the necessary knowledge and skillset to help fill the growing need for our labor shortages. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast Grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

JP Carducci, Inc. hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Simulated City Center of Excellence. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

Jason P. Carducci,  
President, JP Carducci Inc.





NATIONAL BOILER SERVICE

January 15, 2018

Dennis Sherwood  
Dean of Career and Technical Education  
Northwest Florida State College  
100 College Blvd  
Niceville, FL 32578

Dear Dean Sherwood,

I am writing on behalf of National Boiler Service to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal.


Any regional community's economic viability is directly impacted by the depth and breath of the skills sets of the community's workforce. The objectives, as proposed in this grant proposal, will provide the ability of this community to enhance the marketability of its local workforce. This enhanced workforce, with skills that are limited or unavailable in other regional communities, becomes a tremendous differentiator, when companies look at areas to invest and expand into. Coupled with this superior workforce will be educational facilities that are in place and instructors who know how to deliver cutting edged workforce development.

The Triumph Gulf Coast grant, has the potential, to be a cornerstone transformational moment, for this regional community. Its impact has the opportunity, to be immediate and long lasting. It has the potential to influence local growth and local quality of living.

NBS wishes all to know, we support Northwest Florida State College's Triumph Gulf Coast Grant proposal. We are willing to continue our efforts to work together with NWF to establish and enhance academic programs. We believe the Triumph Gulf Coast Grant, will support this regional community's ability to provide a workforce that is on the cutting edge of employer needs.

Please do not hesitate to reach out to me, if you or anyone else, has questions or needs additional information. My mobile number is 423-240-5981 and my email address is [lbrown@nationalboiler.com](mailto:lbrown@nationalboiler.com).

Sincerely,



Larry Brown  
Director of Human Resources  
National Boiler Service



March 9, 2018

To Whom It May Concern:

Re: Northwest Florida State College

On behalf of North Okaloosa Medical Center, it is a pleasure to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. It is without question that a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

North Okaloosa Medical Center fully supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for all healthcare related fields of study.

We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

With regards,

A handwritten signature in black ink, appearing to read "Daniel Shearn".

Daniel Shearn, RN, MSN  
Chief Nursing Officer



December 30, 2017

Dennis Sherwood, Dean of Career and Technical Education  
Northwest Florida State College  
100 College Blvd.  
Niceville, FL 32578

Dear Northwest Florida State College

I am writing on behalf of the Northwest Florida Manufacturing Council to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The workforce grant proposal makes it possible for businesses, such as our membership companies, to fill job demands and potentially expand operations. Acquisition of talent at all levels is the number one concern of our regional manufacturers. The Triumph Gulf Coast Grant makes it possible for the regional economy to advance and support a sustainable workforce for current and future needs. The NWFMFC has, over the past three years, worked with our regional school districts to establish manufacturing programs within secondary schools and now understands the need for post-secondary programs such as you are proposing to allow those students wishing to go beyond secondary.

We hereby support the Triumph Gulf Coast Grant proposal with a sincere interest in working together as the academic programs are stood up and the graduates are ready for employment. As we support the proposed actions of the grant project please let us know in whatever way we could be of help once the grant is geared into practical work. Please contact me with any questions at [Cindy@NWFMFC.org](mailto:Cindy@NWFMFC.org) or 850.791.0164

Sincerely,

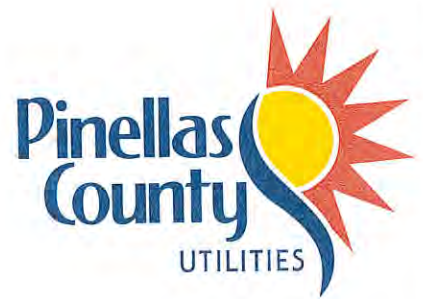
A handwritten signature in black ink, appearing to read "Cindy W. Anderson", with a long horizontal line extending to the right.

Cindy W Anderson, Executive Director  
Northwest Florida Manufacturing Council



**BOARD OF COUNTY  
COMMISSIONERS**

Dave Eggers  
Pat Gerard  
Charlie Justice  
Janet C. Long  
John Morroni  
Karen Williams Seel  
Kenneth T. Welch



Dennis A Sherwood  
Dean of Career and Technical Education  
Northwest Florida State College  
100 College Blvd.  
Niceville, FL 32578

RE: Public Utility Center of Excellence

Dear Mr. Sherwood:


Pinellas County Utilities supports fully the efforts of Northwest Florida State College to develop the Public Utility Center of Excellence as a multi-functional training facility.

Pinellas County Utilities employs water and wastewater treatment professionals, backflow inspectors, water meter installers and water and sewer pipe installation and repair crews. A significant percentage of our skilled workforce is retiring within the next decade; however, we are not seeing a comparable number of candidates entering the workforce with the necessary knowledge and skillset to help fill the growing need for our entry-level and mid-management positions.

Pinellas County Utilities will look to the Public Utility Center of Excellence as a resource that can provide qualified candidates. Although we are not located in the Florida panhandle, if Center graduates will move to where the jobs are, I can state with certainty that Pinellas County, and its many municipalities that provide utilities services, will continue to have a steady stream of suitable vacancies to which qualified Center graduates may apply. While this does not constitute an assurance of hiring, I can attest to the current, and anticipated future, needs for qualified utility professionals in our community.

Please feel free to contact me at 727-582-2304 or [mross@pinellascounty.org](mailto:mross@pinellascounty.org), if you wish to discuss this further.

Sincerely,

  
Megan E. Ross, P.E.  
Interim Utilities Director  
Pinellas County

PLEASE ADDRESS REPLY TO:  
Pinellas County Utilities  
6730 142nd Avenue N.  
Largo, FL 33771  
Main Office: (727) 582-2300  
Fax: (727) 464-5858  
V/TDD: (727) 464-4062

[www.pinellascounty.org](http://www.pinellascounty.org)



# SCHOOL DISTRICT OF OKALOOSA COUNTY

SUPERINTENDENT OF SCHOOLS  
MARY BETH JACKSON

ATTORNEY TO THE BOARD  
C. JEFFREY McINNIS, Esq.



BOARD MEMBERS  
TIM BRYANT  
DEWEY DESTIN  
LAMAR WHITE  
MELISSA THRUSH  
RODNEY L. WALKER

November 14, 2017

Northwest Florida State College  
100 College Boulevard  
Niceville, Florida 32578

Dear Northwest Florida State College:

I am writing on behalf of the Okaloosa County School District's Career and Technical Education Department to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for institutions, such as ours, to assist in meeting local employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

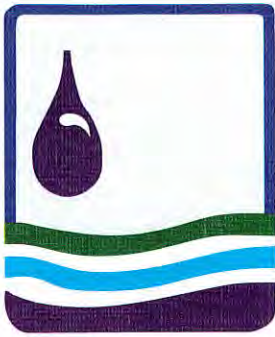
The Okaloosa County School District's Career and Technical Education Department hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Advanced Technology Center of Excellence, the Hospitality and Culinary Arts Training Institute and the Simulated City.

We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

April Branscome  
CTE Specialist  
branscomea@mail.okaloosa.k12.fl.us  
(850) 833-5858





SOUTH  
WALTON  
UTILITY  
CO. INC.

369 MIRAMAR BEACH DRIVE  
MIRAMAR BEACH, FLORIDA 32550-4938  
(850) 837-2988  
FAX (850) 837-7648

October 27, 2017

Northwest Florida State College  
100 College Boulevard East  
Niceville, FL 32578

Dear Northwest Florida State College,

On behalf of the Board of Directors of South Walton Utility Co., Inc. we would like to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

South Walton Utility Co., Inc. hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs in conjunction with the Sims City project. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Alicia Keeter', is positioned below the 'Respectfully,' text.

Alicia Keeter  
General Manager



29 Mar 2018  
SAI: 1209

Dear Northwest Florida State College,

I am writing on behalf of SAI (Sunshine Aero Industries Inc) to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come. We feel this program is critical to the transformation and sustainability of the technical services and manufacturing in the region.

SAI hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Advanced Technology Center of Excellence, Health Sciences Center of Excellence and Simulated City Center of Excellence. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

A handwritten signature in blue ink, which appears to read "Robert L. Keller".

Robert L Keller  
President



December 12, 2017

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

Dear Dr. Stephenson:

TeCMEN (*Technology Coast Manufacturing and Engineering Network*) sponsored by the Economic Development Council of Okaloosa County is pleased to submit this letter of support for the Northwest Florida State College Triumph Gulf Coast Grant proposal for application to the Triumph Gulf Coast Board of Directors. The workforce grant proposal makes it possible for TeCMEN members/businesses for the regional economy to advance and support a sustainable workforce for current and future needs.

TeCMEN was established by the Economic Development Council of Okaloosa County in 1989 to be the premier business advocate for Science, Technology, Engineering and Math (STEM) industries. TeCMEN provides opportunities for innovative collaboration and advanced technical expertise locally, regionally, and in the competitive global marketplace. We are proud and value that Northwest Florida State College has been a long-term supportive member of TeCMEN.

We look forward to collaborating with the exciting proposed programs as outlined in the Northwest Florida State College Triumph Gulf Coast Grant proposal to meet the workforce needs of our region. Please contact me if additional information is needed regarding the TeCMEN support for this proposal.

Sincerely,

Tim McDonald  
TeCMEN Chair





April 6, 2018

Dear Northwest Florida State College,

I am writing on behalf of Twin Cities Hospital to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal will greatly assist the health care sector, including Twin Cities Hospital to meet our employment needs and potentially expand operations if ever needed. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

Twin Cities Hospital hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the

NWFS College Program	Occupational Family	2017 Job Openings	Est. Annual Openings	2017-23 Projected Growth Service Area	2017-23 Projected Growth Triumph Area
Dental Hygiene	Dental hygienists	663	51	11%	9%
Medical Laboratory Technology Degree and Certificate	Medical and Clinical Laboratory Technologists	1,008	113	7%	10%
Medical Assisting Advanced and Specialist	Healthcare workers, all other; Phlebotomists, and Receptionists and information clerks	6,237	881	11%	10%
Health Information Technology Degree and Certificate	Medical Records and Health Information Technicians	414	34	11%	12%
Occupational Therapy Assistant	Occupational Therapy Assistants	134	26	30%	32%
Physical Therapy Assistant	Physical Therapy Assistant	259	50	30%	33%
Respiratory Care	Respiratory Therapists	440	28	6%	9%
Pharmacy Technician	Pharmacy Technician	1,142	111	12%	10%

2190 Highway 85 North  
Niceville, Florida 32578  
(850) 678-4131



We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. A. Whalen', written in a cursive style.

David A. Whalen, CEO

January 18, 2018



**Okaloosa & Walton Counties**

112 Tupelo Avenue

Fort Walton Beach, FL 32548

(T) 850.243.0315 (F) 850.243.6625

[www.united-way.org](http://www.united-way.org)

Dear Northwest Florida State College,

On behalf of the staff and Board of Directors of the United Way of Okaloosa and Walton Counties, I enthusiastically support the Northwest Florida State College Regional Triumph Gulf Coast Grant proposal.

As the chief executive of a non-profit organization focused in no small part on workforce development that leads to a better compensated workforce, ultimately leading to a lessening strain on the finite social safety net resources, I am convinced that increasing the availability of needed resources for continuing education is tantamount to success in this endeavor. The proposal offered by the College will increase the opportunity for local businesses to meet the employment needs necessary to provide a “third leg to the economic stool”; the other two legs being the military and tourism; that will bolster the economic success of the two counties we support, as well as Northwest Florida from Pensacola to Panama City. Without question, award in response to the NWF State College Triumph Gulf Coast grant application will promote a sustainable workforce in our regional economy for generations to come.

It is therefore my humble pleasure to throw support behind NWF State College’s Triumph Gulf Coast Grant proposal with an interest on behalf of the struggling workforce to establish academic programs for the Simulated City Center of Excellence. I am incredibly proud to continue partnering with NWF State College with a focus on developing a more skilled, and engaged employee base for the betterment of our entire region.

I am available to address any comments, or provide further information at our office, (850) 243-0315, or via my email address: [rick@united-way.org](mailto:rick@united-way.org).

Sincerely,



Rick Owen

President & CEO



63 South Centre Trail  
Santa Rosa Beach, FL 32459  
Phone: (850) 267-0683  
Fax: (850) 267-0603

Dear Northwest Florida State College,

I am writing on behalf of the Walton Area Chamber of Commerce and its board of directors to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses in our region to meet employment needs and potentially expand operations.

Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

As the leading voice for business in Walton County and the surrounding area, the Walton Area Chamber of Commerce hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the Triumph Trifecta Centers of Excellence. The Chamber has a vested interest in all three Centers of Excellence: Hospitality and Culinary Arts Center of Excellence, Advanced Technology and the Simulated City Project.

We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region. Should you need additional information, I can be reached at [ceo@waltonareachamber.com](mailto:ceo@waltonareachamber.com) or 850.267.0683.

Sincerely,

A handwritten signature in black ink that reads "Megan R. Harrison". The signature is written in a cursive, flowing style.

Megan R. Harrison  
President and CEO





## WALTON COUNTY, FLORIDA Board of County Commissioners

William "Bill" Chapman, District 1, *Vice-Chair*  
Cecilia Jones, District 2, *Chairwoman*  
Melanie Nipper, District 3  
Sara Comander, District 4  
Tony Anderson, District 5  
P.O. Box 1355 DeFuniak Springs, FL 32435  
Phone: 850-892-8155 Fax: 850-892-8454  
[www.co.walton.fl.us](http://www.co.walton.fl.us)

November 14, 2017

Susan Skelton, Executive Director  
Florida Triumph Gulf Coast, Inc.  
P.O. Box 12007  
Tallahassee, Florida 32317

Dear Susan,

Let this letter serve as formal notification of the activities and directives taken by the Walton County Board of County Commissioners (BCC) to comply with 288.8017, Fla. Stat.:

*"Each Board of County Commissioners shall solicit proposed projects and programs from other elected local governing boards within the County as shall provide Triumph Gulf Coast Inc. with a list of proposed projects and programs located within the County."*

After holding numerous public meetings throughout the County to educate and encourage citizens and business owners regarding the opportunities presented by Triumph Gulf Coast, 36 prescreen applications were submitted to the County for possible endorsement. The Walton County BCC appointed a committee, known as the Local Triumph Committee, of eleven individuals to evaluate and score these submittals. This committee is comprised of five nonaffiliated community stakeholders along with six members affiliated with local governmental agencies. Details regarding The Local Triumph Committee can be found on the Walton County website.

The initial meeting of the committee was held on November 1, 2017 to review and score the 36 submitted projects, which were to be submitted to the County by 5PM October 30. At this meeting, one project, Destin Fisherman's Co-op, was approved to be considered and scored by the committee even though it missed the submittal deadline. The committee was instructed to answer three questions about each project; 1) does the project meet statutory requirements for eligible uses 2) does the project meet statutory priorities and 3) is the project transformational. It was explained to the committee that the first two criteria were somewhat objective in nature and that the concept of "transformational" was quite subjective. Given the subjective nature of the final question each member was encouraged to use their creative mind to determine whether a project was transformational or not. Committee members were to vote either yes or no on each of the three scoring questions for every project.

Each proposer was permitted to address the committee for three minutes to present their project. Those projects with no one to speak to the committee were read into the record and presented by county staff. After every presentation, each committee member scored the project by selecting yes or no on the above mentioned criteria. Upon all projects being presented and scoring complete, the Clerk of Count collected the scoring forms and reported the results back to county staff. Those projects receiving three yes votes got an A, those receiving two yes votes got a B, those receiving one yes vote a C and those not receiving any yes votes scored a D.

On November 7, 2017 the Walton County BCC was presented results of the scoring process and voted that those projects which received an A or B score would be endorsed for contemplation by the Triumph Gulf Coast Board of Directors as projects worthy of further consideration.

Please find attached, a complete list of submitted projects and the committee's score for each project. Those projects with scores of A and B are those endorsed by the Walton County Board of County Commissioners.

Sincerely,

A handwritten signature in cursive script that reads "Cecilia Jones".

Cecilia Jones, Chairwoman  
Walton County Board of County Commissioners

enc

CJ/mdb

Local TRIUMPH Committee Project Pre-Applications

Project	Name	Category	Project	Name	Category	Project	Name	Category
1	331 Water & Sewer Project	A	13	Westwood Ranch	B	25	Withdrawn	
2	Owl's Head	A	14	LECOM	A	26	Tango Tango	D
3	Walton County Broadband	A	15	Destin Fisherman's Co-op	A	27	Sunshine Shuttle	B
4	Walton County School Board K-12	A	16	Stone Clinical	A	28	Waterside	D
5	Walton County Sheriff - Jail Project	A	17	Crown Clinic	B	29	Kevco Properties	D
6	Walton County Sheriff - Security Project	A	18	Louis Louis	D	30	Seaside Institute 1	D
7	NWF State College Sim City	A	19	Beach Street Transportation	D	31	Seaside Institute 2	D
8	Regional Utilities	A	20	Electric 98	D	32	Amy Stoles	D
9	ARC	A	21	Victory Lighthouse	D	33	Compass Rose Academy	D
10	Veteran's Lodge	A	22	Arca Global	D	34	Anita Powell	D
11	Alaqua	A	23	Withdrawn		35	William Bridell - Light Rail	C
12	Biophilia	A	24	Withdrawn		36	Walton Wifi (Non-County)	C





March 15, 2018

Dear Northwest Florida State College,

I am writing on behalf of A & E Therapy, Inc. dba Well-Site, as President, Owner and Alumni of Northwest Florida State College, to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses, such as ours, to meet our employment needs and potentially expand operations.

Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come. A & E Therapy, Inc. dba Well-Site hereby supports NWF State College's Triumph Gulf Coast Grant proposal with a valid interest in working together to establish academic programs for the A & E Therapy, Inc. dba Well-Site. We look forward to collaborating with NWF State College on building world-class educational programs to meet the employment needs of our region.

Respectfully,

*Naomi Brown, CEO*

WELL-SITE  
A & E Therapy, Inc.  
223 Chateaugay St.  
Fort Walton Beach, FL  
850.865.9355



March 15, 2018

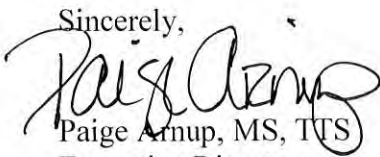
Dear Northwest Florida State College,

I am writing on behalf of West Florida Area Health Education Center, Inc. to express our support for Northwest Florida State College's Regional Triumph Gulf Coast Grant proposal. The objectives outlined in the College's proposal make it possible for businesses to meet employment needs and potentially expand operations. Unequivocally, a successful NWF State College Triumph Gulf Coast grant application will provide a sustainable workforce to bolster the regional economy for generations to come.

West Florida Area Health Education Center (West Florida AHEC) is a non-profit organization whose mission is to enhance access to quality health care, particularly primary and preventive care by improving the supply and distribution of healthcare professionals via strategic partnerships with academic programs, communities and professional organizations. Through partners such as Northwest Florida State College, we have been successful with projects like ATTAC-IT (AHEC Tobacco Training and Cessation- Initial Training, which taught NWFSC nursing students how to deliver tobacco prevention messages to middle school students in the classroom setting. We have also worked closely with the dental assisting program at NWFSC to provide tobacco training to their students. In addition to expanding the local health care workforce, establishing more academic health professions programs offers our organization an excellent opportunity to again partner with NWFSC to train future health care providers on how to assist their clients and patients in their tobacco cessation efforts.

I am pleased to continue our relationship with NWFSC as it is beneficial not only to us but our community as well. We offer our full support for the NWF State College Triumph Gulf Coast grant proposal and will continue to support NWFSC's efforts to develop strong educationally focused community-based interprofessional learning programs. We look forward to collaborating with NWFSC on building world-class educational programs to meet the employment needs of our region.

Sincerely,

  
Paige Annup, MS, TTS  
Executive Director

1455 South Ferdon Blvd, Suite B-1, Crestview, Florida 32536  
Ph: (850) 682-2552 Fax: (850) 682-2521



Triumph Gulf Coast, Inc. Trust Fund  
Appendix F Addendum for Workforce Training Proposals

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1. *Program Requirements*

- A. *Will this proposal support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. If yes, please identify where the campuses are located and provide details on how the proposed programs will prepare students for future occupations and at which K-20 institutions that programs will be provided.*

✓ Yes   ☐ No

The Triumph Trifecta campus locations are as follows:

**Advanced Technology Center of Excellence**

Location 1: Robert L.F. Sikes Education Center at 805 E. James Lee Blvd, Crestview, FL 32539

Location 2: Crestview Technology Airpark at 5795 John Givens Rd, Crestview, FL 32539

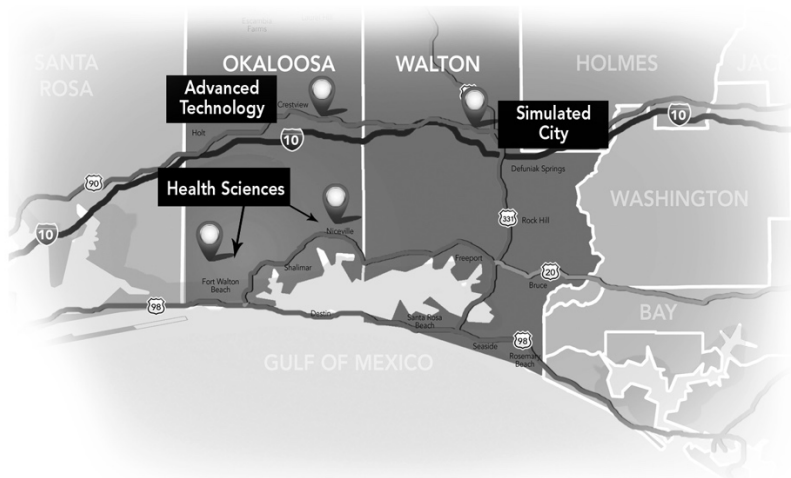
**Simulated City Center of Excellence**

908 West Highway 90, DeFuniak Springs, FL 32433

**Health Sciences Center of Excellence**

Location 1: 100 College Blvd, Building 420, Niceville, FL 32578

Location 2: 1170 Martin Luther King, Jr. Blvd., Building 8, Fort Walton Beach, FL 32547



Please see the at-a-glance chart followed by detailed descriptions of the academic programs for each of the three centers of excellence, beginning on page 3. Additionally, within the disproportionately affected Okaloosa and Walton Counties, the College partners closely with both K-12 institutions through dual enrollment and with other higher education institutions through articulation agreements. Please see page 42 of the Grant Proposal Response (Appendix A) for further discussion on the partnering with K-20 educational institutions.

## Triumph Trifecta Workforce Training Programs At-A-Glance

*Table 1F Triumph Trifecta Workforce Training Programs At-A-Glance*  
*College Credit Certificate (CCC)*  
*Post-Secondary Adult Vocational (PSAV)*  
*Associates in Science (AS)*

	Advanced Technology Center of Excellence	Simulated City Center of Excellence	Health Sciences Center of Excellence
Technology Skills Taught/Gained	Problem-solving skills, higher-order reasoning, work attitudes, general employability skills, leadership skills, communication skills, troubleshooting skills, critical thinking, team work, professional program specific skills as identified in the description of the programs in this document.	Problem-solving skills, higher-order reasoning, critical thinking, team work, work attitudes, general employability skills, leadership skills, communication skills, math (measurements), construction trade skills, community development, professional program specific skills as identified in the description of the programs in this document.	Problem-solving skills, higher-order reasoning, critical thinking, team work, managing employees, work attitudes, general employability skills, leadership skills, communication skills, math (measurements), patient care skills, professional program specific skills as identified in the description of the programs in this document.
Industry Certifications	FAA Commercial Pilot FAA Instrument Rating FAA Airframe Mechanic FAA PowerPlant Mechanic Basic Electronics Technician, CCC Robotics and Simulation Technician, CCC	HVAC technician Certification  Landscape & Horticulture Professional, CCC Landscape & Horticulture Specialist, CCC Landscape & Horticulture Technician, CCC FAA SUAV Pilot Heavy Equipment Operator NCCER Welding Certification	ASHP Pharmacy Tech CODA Dental Hygienist CAPTE Physical Therapist Assistant ACOTE Occupational Therapy Assistant Phlebotomy EKG Tech Medical Lab Technician
Academic Programs	Aviation Airframe Mechanic-PSAV Aviation Power Plant Mechanic-PSAV Professional Pilot Technology-AS Commercial Pilot-CCC Engineering Technology-AS Engineering Technology-Industrial Maintenance-NSWFC Cert Engineer Technology-Automation CCC Engineering Technology-Mechatronics CCC Engineering Technology-Pneumatics, Hydraulics and Motors for Manufacturing CCC	Building Construction Technology-AS Natural Gas Operations and Distribution-PSAV Solar Photovoltaic-PSAV HVAC-AS HVAC Technician-CCC HVAC Assistant-CCC Landscape Horticulture Technology-AS Landscape & Horticulture Professional-CCC Landscape & Horticulture Specialist -CCC Landscape & Horticulture Technician-CCC Painting & Decorating-PSAV Tile Setting-PSAV Brick & Block Masonry-PSAV Water Treatment-PSAV	Pharmacy Tech-ATD Dental Hygienist-AS Physical Therapist Assistant-AS Occupational Therapy Assistant-AS Medical Laboratory Technology-AS Medical & Clinical Lab Technologist-CCC Medical Assisting Advanced-AS Medical Assisting Specialist-CCC Respiratory Care-AS Health Information Technology-AS Health Informatics Specialist-CCC



		Ag Production Tech.-AS Civil Engineering Tech.-AS Field Survey Technician-CCC Unmanned Vehicle Sys. Ops-AS	
Expansion or new program	New	New	New
Delivery Method (classroom/computer)	Online, hybrid, traditional, and hands-on lab	Online, hybrid, traditional, and hands-on lab	Online, hybrid, and traditional
# of newly enrolled student annually (across all programs once fully operational)	581 enrollees annually at full program implementation		
# of completers annually (across all programs)	Year 2020: 53 completers; Year 2021: 206 completers; Year 2022: 346 completers; Year 2023: 380 completers Cumulative 2023: 985 completers; Cumulative 2028: 3031		
Length of programs	Aviation Airframe Mechanic-3 semesters Aviation Power Plant Mechanic-3 semesters Professional Pilot Technology-4 semesters Commercial Pilot-2 semesters Engineering Technology-4 semesters Engineering Technology-Industrial Maintenance-2 semesters Engineer Technology-Automation 1 semesters Engineering Technology-Mechatronics 2 semesters Engineering Technology-Pneumatics, Hydraulics and Motors for Manufacturing 1 semesters	Building Construction Technology-4 semesters Natural Gas Operations and Distribution-3 semesters Solar Photovoltaic-2 semesters HVAC-4 semesters HVAC Technician-2 semesters HVAC Assistant-1 semesters Landscape Horticulture Technology-4 semesters Landscape & Horticulture Professional-2 semesters Landscape & Horticulture Specialist -1 semester Landscape & Horticulture Technician-2 semesters Painting & Decorating-2 semesters Tile Setting-2 semesters Brick & Block Masonry-3 semesters Water Treatment-1 semester Ag Production Tech.-4 semesters Civil Engineering Tech.-4 semesters Field Survey Technician-2 semesters Unmanned Vehicle Sys. Ops-4 semesters	Pharmacy Tech-3 semesters Dental Hygienist-6 semesters Physical Therapist Assistant-5 semesters Occupational Therapy Assistant-5 semesters Medical Laboratory Technology-5 semesters Medical & Clinical Lab Technologist-3 semesters Medical Assisting Advanced-4 semesters Medical Assisting Specialist-3 semesters Respiratory Care-5 semesters Health Information Technology-5 semesters Health Informatics Specialist-2 semesters
Start date	Aviation Airframe Mechanic-fall 2019	Building Construction Technology-fall 2020	Pharmacy Tech-fall 2019

	Aviation Power Plant Mechanic-fall 2019 Professional Pilot Technology-spring 2019 Commercial Pilot-spring 2019 Engineering Technology-fall 2018 Engineering Technology-Industrial Maintenance-fall 2018 Engineer Technology-Automation-fall 2018 Engineering Technology-Mechatronics-fall 2018 Engineering Technology-Pneumatics, Hydraulics and Motors for Manufacturing-fall 2018	Natural Gas Operations and Distribution-fall 2018 Solar Photovoltaic-fall 2019 HVAC-fall 2019 HVAC Technician-fall 2019 HVAC Assistant-fall 2019 Landscape Horticulture Technology-fall 2021 Landscape & Horticulture Professional-fall 2021 Landscape & Horticulture Specialist -fall 2021 Landscape & Hort. Technician-fall 2021 Painting & Decorating-fall 2022 Tile Setting-fall 2020 Brick & Block Masonry-fall 2020 Water Treatment- fall 2019 Ag Production Tech.-fall 2021 Civil Engineering Tech.-fall 2019 Field Survey Technician-fall 2019 Unmanned Vehicle Sys. Ops-fall 2018	Dental Hygienist-fall 2019 Physical Therapist Assistant-fall 2019 Occupational Therapy Assistant-fall 2019 Medical Laboratory Technology-spring 2019 Medical & Clinical Lab Technologist-spring 2019 Medical Assisting Advanced-spring 2019 Medical Assisting Specialist-spring 2019 Respiratory Care-fall 2019 Health Information Technology-fall 2019 Health Informatics Specialist-fall 2019
Completion date of first Cohort (assuming full-time status)	Aviation Airframe Mechanic-summer 2020 Aviation Power Plant Mechanic-summer 2020 Professional Pilot Technology-summer 2020 Commercial Pilot-summer 2020 Engineering Technology-spring 2020 Engineering Technology-Industrial Maintenance-spring 2019 Engineer Technology-Automation-fall 2019 Engineering Technology-Mechatronics-fall 2019 Engineering Technology-Pneumatics, Hydraulics and Motors for Manufacturing-fall 2019	Building Construction Technology-spring 2023 Natural Gas Operations and Distribution-fall 2019 Solar Photovoltaic-spring 2021 HVAC-spring 2021 HVAC Technician-fall 2020 HVAC Assistant-spring 2020 Landscape Horticulture Technology-spring 2024 Landscape & Horticulture Professional-spring 2023 Landscape & Horticulture Specialist -spring 2023 Landscape & Hort. Technician-spring 2023 Painting & Decorating-spring 2024 Tile Setting-spring 2022 Brick & Block Masonry-fall 2022 Water Treatment-fall 2020 Ag Production Tech.-spring 2024 Civil Engineering Tech.-spring 2021 Field Survey Technician-spring 2021 Unmanned Vehicle Sys. Ops-spring 2021	Pharmacy Tech-summer 2021 Dental Hygienist-summer 2022 Physical Therapist Assistant-spring 2022 Occupational Therapy Assistant-spring 2022 Medical Laboratory Technology-spring 2021 Medical & Clinical Lab Technologist-fall 2019 Medical Assisting Advanced-spring 2021 Medical Assisting Specialist-fall 2019 Respiratory Care-spring 2022 Health Information Technology-spring 2022 Health Informatics Specialist-spring 2020



Partnerships	Auburn Water Systems City of Fort Walton Beach Crestview Area Chamber of Commerce Economic Development Council of Okaloosa County Hsu Educational Foundation Paul S. Hsu, Ph.D. NWF Manufacturers Council Fort Walton Machining Sunshine Aero Walton Area Chamber of Commerce	Auburn Water System City of Fort Walton Beach Crestview Area Chamber of Commerce Destin Water Users Economic Development Council of Okaloosa County Gas Technology Institute GSC Systems JP Carducci Builders Pinellas County Utilities South Walton Utilities Sunshine Aero Industries United Way Walton Area Chamber of Commerce Walton County Board of County Commissioners	Fort Walton Beach Medical Center North Okaloosa Medical Center Twin Cities Hospital Well-Site A&E Therapy, Inc.
	<b>General Letters of Support</b> Baskerville-Donovan, Inc CareerSource Okaloosa-Walton City of Crestview City of DeFuniak Springs Embry-Riddle Aeronautical University Emerald Coast Hospice General Dynamics National Boiler Service TeCMAN		
Bachelor's/Masters Pathway	Articulation in Florida is governed by student-focused policies and practices that facilitate transition between and among education institutions. Through the common course numbering system, seamless transferability of credits is enabled between Florida institutions. Additionally, shared frameworks and NWFSC-specific directed pathways enable students to build upon earned credentials beginning at the certificate level through the master's degree at partner universities.		

## Advanced Technology Center of Excellence

Program tracks to careers for the Advanced Technology Center are depicted in figure 1 below. The Engineering Technology Program supports the *manufacturing industry cluster*. The Aviation Mechanic and Professional Pilot programs is a career preparatory course of study that supports the *industry clusters of aviation and transportation, distribution, and logistics*.

Figure 1F Advanced Technology Center of Excellence Program to Career Pathway



The College's **Engineering Technology Program** offers Associate of Science degree options for students who want to specialize in a particular area of engineering and enter the work force after just two years. The program prepares students to become an engineering technologist or engineering technician in a specific area of engineering (e.g. electronics, mechanical, and industrial engineering). The academic programs include: Automation, Pneumatics, Hydraulics and Motors for Manufacturing (Machine Repair), Maintenance Technician, Industrial Maintenance, and Mechatronics program tracks. Students earn Associate Science degrees or College Credit Certificate. Student learning outcomes are specified below for each program area. The Engineering Technology track is 60 credit hours and graduates will earn an Associate of Science degree. The program starts fall 2018.

### **Automation CCC**

Employers want well-prepared electrical engineering technologists willing and able to take on more responsibility, which allows engineers to function at higher levels and engineering teams to work more efficiently. Automation is a broad-based college credit certificate program that stresses the understanding and demonstration of the following elements of the automation industry: maintenance techniques, computer aided drafting/design skills, technical communications, maintenance and operation of various industrial components, quality control and testing, material handling protocols, and proper usage of tools and instrumentation. Student learning outcomes include:

- Operate Industrial automation systems
- Troubleshoot industrial automation systems
- Apply the principals of robotics to automated systems
- Use proficiently human machine interfaces to operate automated systems

The Automation certificate track is 12 credit hours and graduates receive a College Credit Certificate. The program starts fall 2018.

### **Pneumatics, Hydraulics and Motors for Manufacturing CCC**

With a certificate in Pneumatics, Hydraulics and Motors for Manufacturing, students are able to broaden their options in the industrial engineering field. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Engineering Technology: motor and controls, hydraulics, mechanical systems, and drive and pumps. Student learning outcomes include:

- Maintenance and operation of industrial pneumatic, hydraulic, and electromechanical components and/or systems
- Quality control and testing
- Material handling protocols; Proper usage of tools and instrumentation
- Understanding of industrial processes and material properties; Industrial machinery maintenance
- Fundamental understanding of electricity and electronics, and be able to operate, troubleshoot, and maintain pneumatic, hydraulic, and electromechanical components and/or systems

The program prepares students to enter fields related to industrial machinery maintenance, including construction machinery, motor vehicle parts manufacturing, general manufacturing facility and plant operations, plastics manufacturing, machinery wholesale and powerplant machinery.

This program track consists of 12 credit hours and graduates earn a College Credit Certificate. The program starts fall 2018.

### **Mechatronics CCC**

The Mechatronics option is a step beyond a traditional industrial maintenance program in that multiple disciplines are combined into a systems approach to troubleshooting and resolving problems in an automated manufacturing plant. The Mechatronics program is designed to reinforce the core technical skills and real-world application needed in today's manufacturing environment. Mechatronics is a multidisciplinary field of engineering, and as such, mechatronics technicians are highly-skilled and valued employees in all industrial settings. The program provides students with knowledge and hands-on training in mechanics, electronics, computers, robotics, and automation systems. The program achieves the following student learning outcomes:

- Apply technical documents to the installation and troubleshooting of automated packaging equipment.
- Apply Mechatronics control concepts to automated machinery.
- Use technical documents to assemble, install, troubleshoot and repair automated packaging systems.
- Diagnose and solve root problems impacting production flow.
- Integrate automated systems into new and existing packaging and manufacturing lines.
- Perform basic Mechatronics operations in a manufacturing environment.
- Apply communication skills to interact with people in business and industry.

The mechatronics program consists of 30 credit hours and graduates receive a College Credit Certificate. The program starts fall 2018.

### Industrial Maintenance NWF State College Certificate

The Industrial maintenance certificate provides the skills and knowledge to prepare students for careers in the Manufacturing cluster. The competency-based learning addresses high-order reasoning and problem solving skills with content focused on maintenance techniques, technical communications, troubleshooting and maintenance of industrial equipment, quality control and testing, and proper usage of tools and instrumentation. Student learning outcomes include:

- Demonstrate an understanding of industrial processes and material properties, electricity and electronics, programmable logic controllers.
- Understanding of industrial safety, health, and environmental requirements.
- Proficiency using tools, instruments, and testing devices as well as understand, operate, and troubleshoot industrial automation systems, and other like components and/or systems.
- Apply basic troubleshooting, communication, and math skills.

The industrial maintenance program consists of 30 credit hours and graduates earn an internal NWF State College Certificate. The program starts fall 2018.

The College's **Professional Pilot Technology Program** offers an Associate in Science and prepares students for entry-level positions as flight instructors or transporting people, freight or mail. The 64 credit hours training includes FFA approved 141 flight training for Private Pilot, Instrument Rating and Commercial Pilot Multi-Engine, along with all the requirements to be Restricted-ATP eligible. Students obtain flight experience requirements sooner to secure their first airline job. They gain knowledge, skills and in-flight experience to qualify for the Commercial Pilot certificate with single-engine, multi-engine and instrument airplane privileges; and Certified Flight Instructor certificates with single-engine, multi-engine and instrument airplane privileges.. Student learning outcomes include:

- Maintain compliance with procedures and practices contained in the Federal Aviation Regulations (FAR's), Aeronautical Information Manual (AIM), and other applicable FAA publications. Prepare students to pass the practical tests for instrument rating airplane, commercial pilot airplane multi-engine land and commercial pilot single-engine land.
- Obtain the Federal Aviation Administration (FAA) certification as a Commercial Pilot for single and multi-engine land planes with an instrument rating. Explain the purpose and value of instrument rating airplane and commercial pilot airplane procedures and practices.
- Demonstrate Single-pilot Resource Management (SRM) including task management, risk management, situational awareness, aeronautical decision-making, controlled flight into terrain awareness and automation management.

- Obtain the Federal Aviation Administration (FAA) certification as a Certificated Flight instructor for single- and multi-engine land planes with an instrument rating, including complying with as well as explaining the purpose and value of CFI-ASEL and CFI-Instrument procedures and practices

The Professional Pilot Technology track is 64 credit hours and graduates will earn an Associate of Science degree. The program starts spring 2019.

### Commercial Pilot CCC

The Commercial Pilot College Credit Certificate program prepares students to meet the Federal Aviation Administration's Commercial Pilot certification requirements. Students gain knowledge on safe and efficient work practices, FAA pilot certification procedures, aircraft systems and components, flight safety, and instrumentation. The program stresses an understanding and demonstration of the commercial pilot industry including flight planning, managing commercial flight operations, flight safety, and environmental issues. Student learning outcomes include:

- Demonstrate an understanding of fundamentals of flight and flight planning.
- Understand and explain pertinent Federal Aviation Administration regulations.
- Demonstrate knowledge of aircraft communications equipment, aircraft propulsion, navigation systems and procedures, and associated systems.
- Demonstrate an understanding of meteorology.

The commercial pilot program consists of 24 credit hours and graduates earn a college credit certificate. The program starts spring 2019.

The College's **Aviation Airframe Mechanic (Post-Secondary Adult Vocational)** programs prepares students for employment in the commercial and general aviation industry including careers as Aviation Maintenance General Technicians and Aviation Airframe Maintenance Technicians. The program includes two tracks: Airframe and Powerplant Mechanic and graduates of either or both tracks receive a Post-Secondary Adult Vocational (PSAV) Certificate. The Aviation Mechanic program seeks to achieve the following student learning outcomes:

- Obtain the Federal Aviation Administration (FAA) Airframe and Powerplant Mechanic Certificate.
- Comply with Federal Aviation Administration (FAA) rules and regulations governing Airframe and Powerplant Technicians.
- Demonstrate FAA and manufacturers' approved and/or acceptable methods, of maintenance, preventive maintenance, and alterations to airframes, powerplants, and appliances of aircraft.



- Determine the appropriate diagnosis, inspection, and repair of aircraft, powerplants, and components.
- Demonstrate proper safety procedures when working on or around aircraft.

Obtaining an **Aviation Airframe Mechanics (PSAV)** certification offers a great way to gain entry into the aviation industry or boost an existing career. A qualified aviation maintenance technician maintains aircrafts to be ready for flight. The program prepares students to earn Federal Aviation Administration (FAA) Certification in Aviation Mechanics, their FAA Airframe rating, and be ready for a rewarding aviation job in the commercial and general aviation industries. The program provides aviation technical skill proficiency and competency-based applied learning that contributes to gains in academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, and general employability skills. Experienced instructors guide students through the structure and rigging, as well as the electrical systems of aircraft including communications and navigation. Instruction consists of academic as well as laboratory training.

The aviation airframe mechanics program consists of 1350 clock hours and typically takes 3 semesters to complete. Graduates receive a technical certificate. The program starts fall 2019.

**Aviation Powerplant Mechanics (PSAV)** certification gives aviation maintenance professionals an in-demand credential that can open doors to higher earnings and greater career possibilities. The powerplant portion of this program typically comes after general and airframe coursework. This allows students to focus on the two main segments of the program – airframe certification and powerplant certification – one at a time. Students with general aviation maintenance and airframe education or experience may choose to take powerplant certification courses alone. The powerplant program consists of 1,350 hours that provide students with training concerning the theory, construction and operation of aircraft reciprocating engines and the physical laws and characteristics governing propeller operation. Lab work in the program provides students with hands-on experience in inspecting, installing, removing and troubleshooting and repairing aircraft engines. Instruction is designed to prepare students for Federal Aviation Administration (FAA) license examinations for a powerplant rating. The soft/employability skills taught in the airframe mechanics track are also embedded and reinforced in the powerplant program.

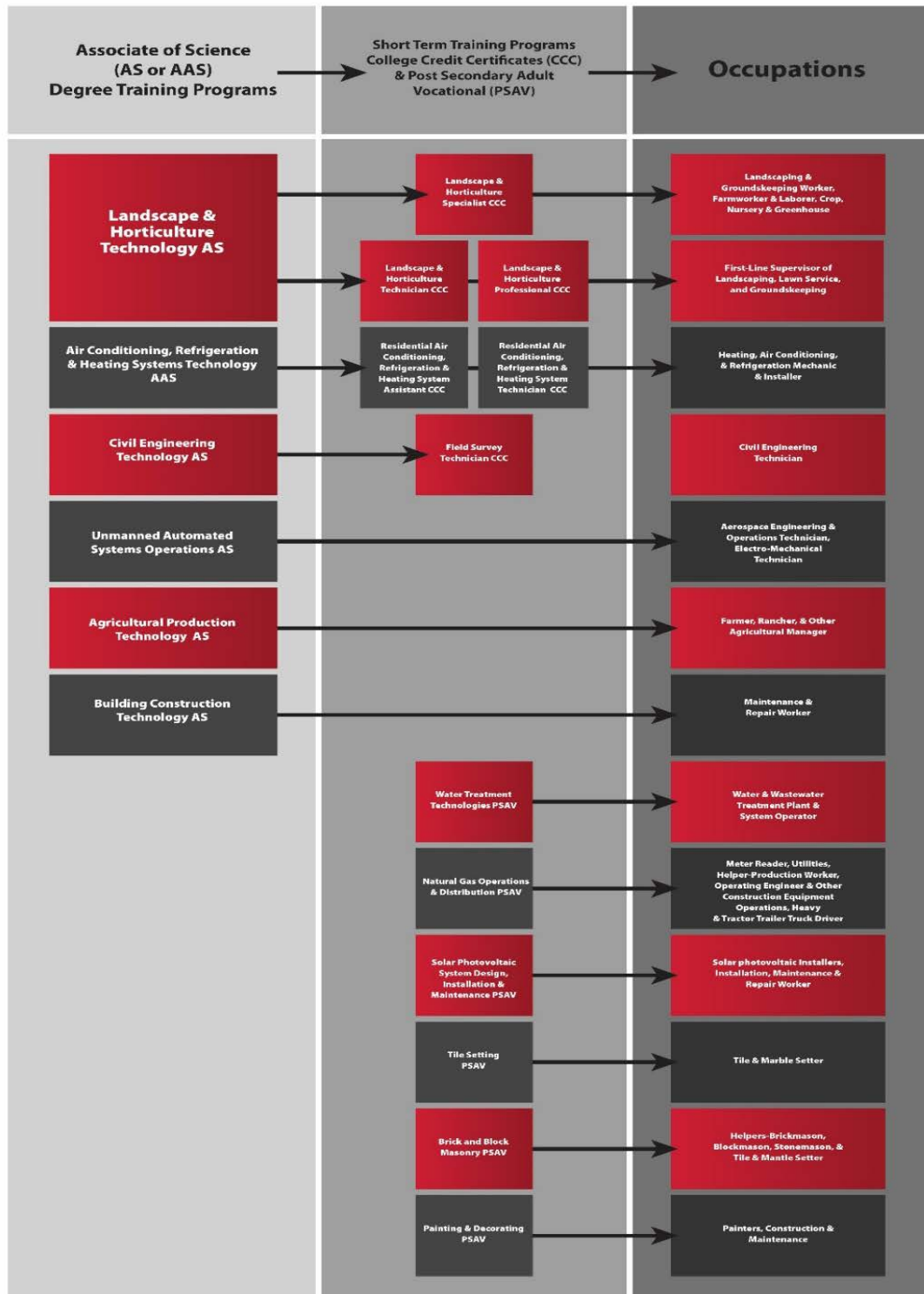
The aviation powerplant mechanics program consists of 1350 clock hours and typically takes 3 semesters to complete. Graduates receive a technical certificate. The program starts fall 2018.

### **Simulated City Center of Excellence**

The Simulated City Center of Excellence (Sim City Center) establishes an education and training hub in DeFuniak Springs for the professional skill development of persons entering into the skill trades area and four critically connected advanced program degrees. The Sim City Center will focus on building a pipeline of high-skilled workers for the following targeted industry clusters: **1) energy, 2) architecture and construction, 3) agriculture, food and natural resources, and 4) transportation, logistics and distribution.** The academic programs housed in the Sim City Center include: Landscape & Horticulture Technology; Air Conditioning, Refrigeration, & Heating Systems Technology; Civil Engineering Technology; Unmanned Automated Systems Operations; Agricultural Production Technology and Building Construction Technology Associate in Science degrees. Additionally the site will host related short-term training certificates (CCCs) and six (6) Post-Secondary Adult Vocational (non-credit short term training) programs in Natural Gas Operation and Distribution, Water Treatment Technologies, Solar Photovoltaic System Design, Installation & Maintenance, Tile Setting, Brick and Block Masonry and Painting and Design.

Figure 2F Simulated City Center of Excellence Program to Career Pathway

## Career Pathway Simulated City Center of Excellence



Obtaining an Associate in Science degree in the **Landscape & Horticulture Program** offers a great way to gain entry into a career in landscape technology. A qualified landscape technician has the knowledge and skills needed to prepare for a successful career in Agriculture, Food and Natural Resources such as technical skill proficiency, competency-based applied learning, and occupation specific skills to meet the demands of the commercial and residential landscape industry. This program offers three different college credit certificate options as a profession, technician, or specialist. Student learning outcomes include:

- Demonstrate an understanding of plant physiology and growth.
- Classify plants.
- Determine drainage system needs and design a drainage system.
- Manage a pest-control program.
- Plan and install a drainage system.
- Maintain and analyze records.

This program consists of 60 credit hours and graduates earn an Associate Degree. The program starts fall 2021.

### **Landscape & Horticulture Professional CCC**

With a certificate in Landscape & Horticulture, students are prepared for further their education in Agriculture, Food and Natural Resources careers. The Landscape and Horticulture Certificate establishes an understanding of plant physiology and growth, plant nutrition and fertilization, plant classification and identification, pest control, pruning and shaping plants, maintenance of landscape plants and employability and human relations skills. This program also prepares students for certification and licensure as horticulture professional. The program achieves the following student learning outcomes:

- Demonstrate an understanding of plant physiology and growth.
- Classify plants.
- Maintain landscape plants.
- Demonstrate employability skills.

This program consists of 18 credit hours and graduates earn a College Credit Certificate. The program starts fall 2021.

### **Landscape & Horticulture Technician College Credit Certificate**

Obtaining a landscape and horticulture technician certificate offers a great career pathway for students pursuing career in the Agriculture, Food and Natural Resources industry. Students will develop their skillset pertaining to an understanding of plant physiology and growth, plant nutrition and fertilization, plant classification and identification, pest control, pruning and shaping plants, and maintenance of landscape plants. This program also prepares for certification and licensure as a horticulture professional and landscape technician. Student learning outcomes include:

- Demonstrate an understanding of plant physiology and growth.
- Classify plants.
- Manage a pest-control program.
- Prune and shape plants.
- Maintain landscape plants.

This program consists of 30 credit hours and graduates earn a College Credit Certificate. The program starts fall 2021.

### **Landscape & Horticulture Specialist CCC**

Obtaining a landscape and horticulture specialist certificate offers enhanced career opportunities. Student learning outcomes include:

- Plan, install, and maintain landscape irrigation systems.
- Lay out and install landscape and interior scape.
- Determine drainage system needs and design a drainage system.
- Prune and shape plants.

This program consists of 12 credit hours and graduates earn a College Credit Certificate. The program starts fall 2021.

An Associate in Applied Science degree in the **Air Conditioning, Refrigeration, & Heating Systems Technology Program** provides students an open door to a career as air conditioning and heating technicians. Experienced instructors guide students through coursework on designing, testing and repairing heating, ventilation, air-conditioning and cooling (HVAC) systems. This program includes two different college credit certificate options – one as an assistant and one as a technician. Student learning outcomes include:

- Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

- Demonstrate a practical knowledge of basic electricity and of the electrical components of heating, air-conditioning and refrigeration equipment.
- Select and test electrical generation and distribution components for commercial heating and air conditioning systems.
- Troubleshoot and wire electrical motors and their components.

This program consists of 64 credit hours and graduates earn an Associate in Applied Science Degree. The program starts fall 2019.

### **Residential Air Conditioning, Refrigeration, & Heating Systems Assistant CCC**

Certification in Air Conditioning, Refrigeration & Heating Systems offers a great way for students to establish an exciting career as a residential HVAC assistant. This certificate allows students to further their education or step directly into the HVAC career field. The program prepares students to assist in engineering departments or work independently, capable of designing, installing, maintaining and operating small or medium air conditioning, heating or refrigerating systems. The program achieves the following student learning outcomes:

- Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- Describe the history and concepts of heating, air-conditioning and refrigeration.
- Explain the properties of matter and heat behavior.
- Analyze fluids, pressures, refrigerants and related codes.
- Evaluate heating, air-conditioning and refrigeration system components and accessories.
- Fabricate and service the piping, tubing and fittings used in the heating, air-conditioning and refrigeration industry.

This program consists of 12 credit hours and graduates earn a College Credit Certificate. The program starts fall 2019.

### **Residential Air Conditioning, Refrigeration, & Heating Systems Technician CCC**

Becoming a Residential Air Conditioning, Refrigeration, & Heating Systems technician open doors for students to establish careers in a high-skilled, high-wage career field. The program prepares students to assist in engineering departments or work independently, capable of designing, installing, maintaining and operating small or medium air conditioning, heating or refrigerating systems. Student develop the following learning outcomes:



- Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- Analyze fluids, pressures, refrigerants and related codes.
- Evaluate heating, air-conditioning and refrigeration system components and accessories.
- Fabricate and service the piping, tubing and fittings used in the heating, air-conditioning and refrigeration industry.
- Identify basic principles of heating, air conditioning, refrigeration and ventilation piping sizing.

This program consists of 24 credit hours and graduates earn a College Credit Certificate. The program starts fall 2019.

The Associate in Science in **Civil Engineering Program** prepares students to further their education or seek careers in the fields of Architecture or Construction. The Civil Engineering program develops students skills in surveying, highway design, soils and foundations, photogrammetry, asphalt design, drainage and geology, concrete design, orientation to utilities, structural design, estimating, drafting, legal and ethical considerations, employability skills, leadership and human relations skills, health and safety, and supportive general education. The civil engineering program offers a field survey technician college credit certificate.

Student learning outcomes include:

- Solve general, technical and engineering type problems.
- Use computer aided drafting (CAD).
- Use instruments to construct engineering, mechanical and geometrical type drawings.
- Sketch, letter and generate line-work to describe various objects.
- Read and produce drawings involving orthographic projection, sections, pictorial and auxiliary views.

This program consists of 63 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

### **Field Survey Technician CCC**

Students who pursue a certificate for Field Survey Technician can enter the workforce after completing only 18 hours of coursework. Students are provided a fast-track education option training them in the areas of surveying, highway design, soils and foundations, photogrammetry, asphalt design, drainage and geology, concrete design, orientation to utilities, structural design, estimating, drafting, legal and ethical

considerations, employability skills, leadership and human relations skills, health and safety, and supportive general education. Student learning outcomes include:

- Solve general, technical and engineering type problems.
- Use computer aided drafting (CAD).
- Use instruments to construct engineering, mechanical and geometrical type drawings.
- Sketch, letter and generate line-work to describe various objects.
- Read and produce drawings involving orthographic projection, sections, pictorial and auxiliary views.

This program consists of 18 credit hours and graduates earn a College Credit Certificate. The program starts fall 2019.

The College's Associate in Science in **Unmanned Vehicle System Operations Program** offers options for students who are interested in private pilot ground schools, robotics, underwater and unmanned systems. Exciting careers in these fields are in high demand and will require more employees to fill the need for this rapidly growing job market. Student learning outcomes:

- Demonstrate the ability to communicate effectively.
- Demonstrate the ability to think critically and ethically.
- Apply appropriate mathematical and computational models and methods in problem solving.
- Demonstrate a clear and logical understanding of the fundamental physics principles, laws and applications.
- Demonstrate a comprehensive understanding of the theory, practice, ideals and realities of government and politics in the United States.

This program consists of 62 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2018.

Obtaining an Associate in Science in the **Agricultural Production Technology Program** will enable students to pursue careers in the field of agriculture management and production. Coursework in this program prepares individuals to manage land, water, machinery, financing, crops and/or livestock, labor and facilities as well as make contracts, manage taxes, keep records, analyze records and technical reports. Student learning outcomes include:

- Obtain and dispose of an agricultural enterprise.
- Manage and supervise labor.
- Manage facilities.
- Select sources and methods of financing the operation.

- Keep and analyze financial, production and personnel records.
- Market crops/livestock.

This program consists of 60 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2021.

The Associate in Science in **Building Construction Technology Program** prepares students for entry-level positions as farmers, ranchers, and agricultural managers. Coursework includes safe and efficient work practices, construction practices, building codes, blueprint reading, personnel and resource management skills, safety, site selection and planning and building residential and commercial structures.

The program achieves the following student learning outcomes:

- Identify appropriate grade, quality, use, and selection of building materials, and methods of construction.
- Draw, read and interpret drawings and specifications.
- Apply laws, codes, regulations and contract documents.
- Survey and investigate construction sites.
- Select and maintain construction site tools and equipment.
- Interpret basic designs and apply sound construction principles.

This program consists of 60 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2020.

To prepare for a career as a **Water and Wastewater Treatment Plant and System Operator (PSAV)**, students will want to obtain the College's credential in Water Treatment Technologies. With an emphasis on skills needed for effective treatment process control and troubleshooting, student will also train in the areas of source water or influent characteristics; treatment facility unit processes and operational techniques; water quality and identification; identifying treatment goals and measuring their achievement; disinfection; process control techniques; sampling, testing, and laboratory analysis; supervision; operation maintenance and inspection of facility equipment; application of current DEP regulations and standards; facility administration and management techniques; and troubleshooting operational control problems. The program achieves the following student learning outcomes:

- Identify professions related to the water technology field.
- Identify scientific concepts common in water and wastewater treatment.
- Identify safety hazards associated with water technologies.

- Identify federal, state, and local regulations for the handling, storage, and use of toxic and hazardous materials.

This program consists of 405 clock hours and typically takes 1 semester to complete. Graduates receive a technical certificate. The program starts fall 2019.

A certificate in **Natural Gas Operations and Distribution (PSAV)** program prepares students to complete job assignments such as deactivation of service, delayed match, corrosion inspections, meter paints, reading meters and assisting with other maintenance activities. The entry-level general technician in the natural gas distribution industry serves as a member of a crew engaged in installing, maintaining and repairing gas mains and service lines. In addition, the technician performs these basic tasks including operating heavy equipment, using hand tools, basic leak investigation, assisting in mechanical joining, landscape maintenance and traffic control, meter reading, Energy Resource Technology (ERT) programming in conjunction with Automated Meter Reading (AMR) duties. Student learning outcomes include:

- Identify requirements for orientation and safety.
- Operate basic tools/equipment in the natural gas distribution industry.
- Provide assistance with the installation, repair and maintenance of the distribution system.
- Capture documentation in the mobile data terminal (MDT) and recognize abnormal operating conditions such as corrosion, meters under stress, etc.

This program consists of 1220 clock hours and typically takes 3 semesters to complete. Graduates receive a technical certificate. The program starts fall 2018.

The college's technical certificate in **Solar Photovoltaic System Design, Installation and Maintenance (PSAV)** program will provide a skilled workforce to assist Florida in increasing the number of workers who are available to meet the workforce needs of Florida's current and emerging alternative energy industries.

The program achieves the following student learning outcomes:

- Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- Identify systems and their components.
- Identify global environmental impact issues and issues specific to the industry.
- Describe alternative forms of energy and the benefits of environmental awareness.

This program consists of 600 hours and typically takes 2 semesters to complete. Graduates receive a technical certificate. The program starts fall 2019.

Obtaining a certificate in **Tile Setting (PSAV)**, establishes students with the foundation needed to enter this creative aspect of the construction field. Course content includes, proper care and use of hand tools and equipment, tile setting materials, basic blueprint reading. Further student outcomes include:

- Prepare walls for drywall application of ceramic tile.
- Prepare walls using wire lathe, scratch coat and screed coat for wet wall application of ceramic tile.
- Layout, cut and install ceramic tile on walls and floors.
- Interpret blueprints and estimate materials for tile work.

This program consists of 500 hours and typically takes 2 semesters to complete. Graduates receive a technical certificate. The program starts fall 2020.

Students who are interested in combining both creative and technical skills would benefit from a technical certificate in **Brick and Block Masonry (PSAV)**. A trade that once fell behind in demand, is now in need of a high-skilled workforce. Student learning outcomes include:

- Describe the properties, characteristics and uses of brick.
- Describe the properties, characteristics and uses of concrete block.
- Use hand tools relevant to the masonry industry.
- Read measurements, drawings and specifications.

This program consists of 1650 hours and typically takes 3 semesters to complete. Graduates receive a technical certificate. The program starts fall 2020.

For students interested in careers related to painting, construction and design, the college's **Painting and Decorating (PSAV)** credential will prepare them for a high demand career in the construction industry.

Student learning outcomes include:

- Demonstrate proficiency in preparation of surfaces.
- Use chemical stripping and cleaning solutions.
- Estimate cost and provide quotations.
- Demonstrate mathematics knowledge and skills.
- Demonstrate proper application of materials used in painting using brushes, rollers and sprayers.

This program consists of 600 hours and typically takes 2 semesters to complete. Graduates receive a technical certificate. The program starts fall 2022.

### **Health Sciences Center of Excellence**

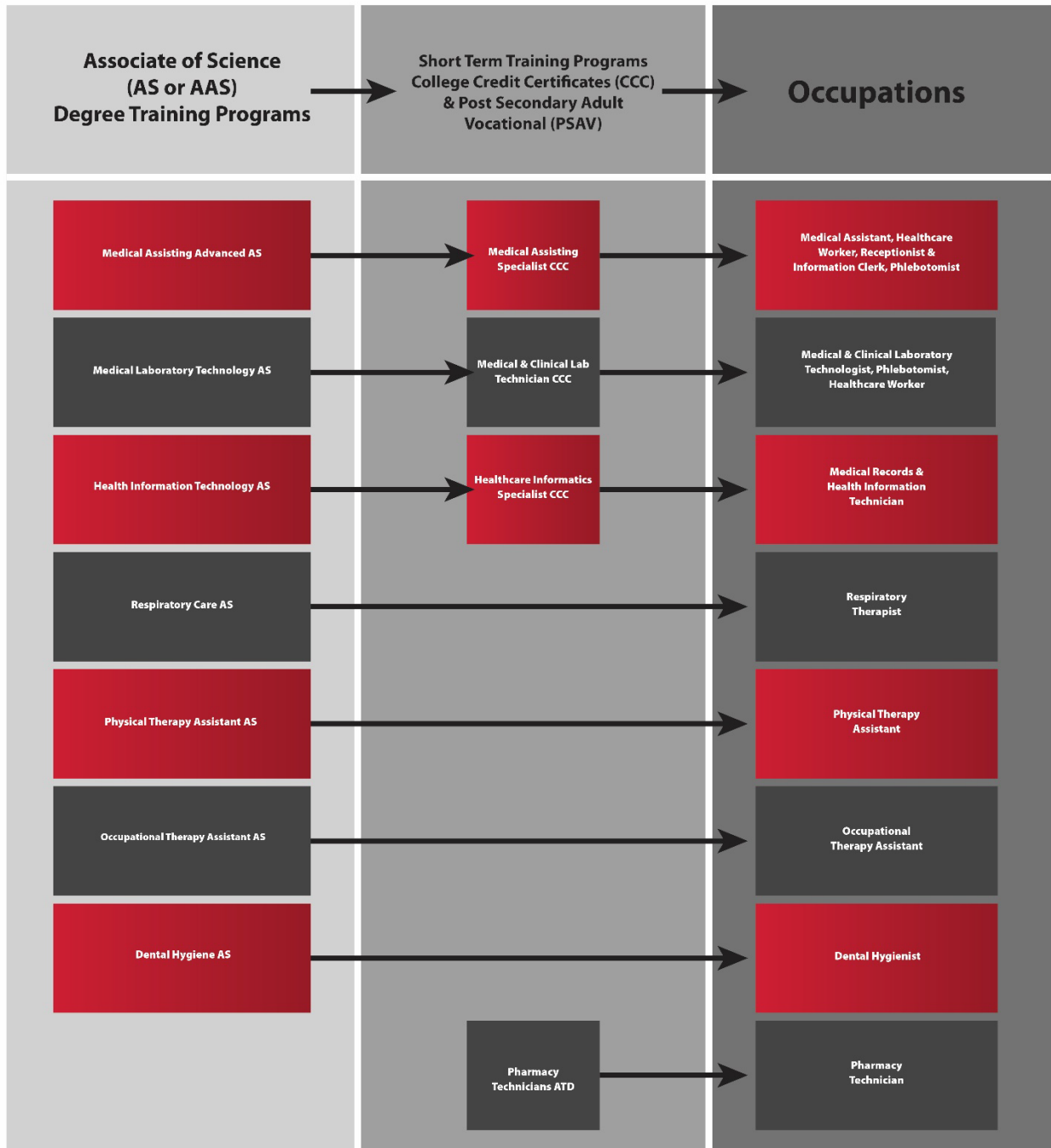
The Health Sciences Center of Excellence (COE) seeks to address critical employer needs identified by all hospital CEOs within the two-county service area. The Health Sciences Center will be co-located at the Niceville and Fort Walton Beach providing even greater reach across the region to address the workforce gaps in the **health sciences** target industry. The health science academic programs include: Medical Assisting, Medical Laboratory Technology, Health Information Technology, Respiratory Care, Physical Therapy Assistant, Occupational Therapy Assistant, and Dental Hygiene Associate in Science degrees. Additionally, the site will host three (3) related short-term training certificates (CCCs) and one (1) Applied Technology Diploma in Medical Assisting Specialist, Medical & Clinical Lab Technician, Healthcare Informatics Specialist, and Pharmacy Technician.



Figure 3F Health Sciences Center of Excellence Program to Career Pathway

# Career Pathway

## Health Sciences Center of Excellence



The College's **Medical Assisting Advanced Program** prepares students for entry-level positions for students who are interested in administrative and clinical duties, emergency procedures including CPR and first aid, emergency preparedness, safety and security procedures, medical terminology, anatomy and physiology, and employability skills. Student learning outcomes for the Associate in Science in Medical Assisting include:

- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Demonstrate legal and ethical responsibilities.
- Demonstrate an understanding of and apply wellness and disease concepts.

This program consists of 65 credit hours and graduates earn an Associate in Science Degree. The program starts spring 2019.

### **Medical Assisting Specialist CCC**

A certificate in Medical Assisting provides students an opportunity to enter the medical profession in only 44 credit hours. Course content includes but is not limited to health-illness concepts, emergency procedures including CPR and first aid, emergency preparedness, safety and security procedures, medical terminology, and anatomy and physiology. Student learning outcomes in the Medical Assisting certificate program include:

- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Demonstrate an understanding of and apply wellness and disease concepts.
- Recognize and practice safety and security procedures.
- Recognize and respond to emergency situations.

This program consists of 44 credit hours and graduates earn a College Credit Certificate. The program starts spring 2019.

The **Medical Laboratory Technology Program** offers a great way to gain entry into the medical field or boost an exciting career in the healthcare industry. A clinical component is a necessary element of this program. Student learning outcomes for the medical laboratory technology program include:

- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Demonstrate legal and ethical responsibilities.

- Demonstrate an understanding of and apply wellness and disease concepts.
- Recognize and practice safety and security procedures.
- Recognize and respond to emergency situations.

This program consists of 76 credit hours and graduates earn an Associate in Science Degree. The program starts spring 2019.

### **Medical Clinical Laboratory Technician CCC**

Clinical Laboratory Technician certification gives medical professionals an in-demand credential that can open doors to higher earning and greater career possibilities. Students focus in course areas such as didactic and laboratory performance of routine procedures in hematology, immunology, urinalysis, immunohematology, microbiology and clinical chemistry including the use of common laboratory instruments. A clinical component is a necessary element of this program. Student learning outcomes include:

- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Demonstrate an understanding of and apply wellness and disease concepts.
- Recognize and practice safety and security procedures.
- Recognize and respond to emergency situations.

This program consists of 40 credit hours and graduates earn a College Credit Certificate. The program starts spring 2019.

The **Health Information Technology Program** prepare students with an Associate in Science degree for employment as Health Information Technicians, Medical Record Technicians, or to provide supplemental training for persons previously or currently employed in these occupations. Student learning outcomes include:

- Demonstrate an understanding of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Explore health informatics and information management as a profession.
- Demonstrate an understanding of health data concepts.

This program consists of 70 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

### **Healthcare Informatics Specialist CCC**

A certificate in Healthcare Informatics prepares students for employment as entry level Healthcare Informatics Specialists or to provide supplemental training for persons previously or currently employed in related health record or information technology occupations. Course content includes but is not limited to biomedical sciences, medical terminology, healthcare delivery systems, basic principles of healthcare informatics; electronic health/medical record systems. Student learning outcomes include:

- Demonstrate an understanding of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Explore health informatics and information management as a profession.
- Demonstrate an understanding of health data concepts.

This program consists of 24 credit hours and graduates earn a College Credit Certificate. The program starts fall 2019.

The Associate in Science in **Respiratory Care Program** prepares students for the occupation of Respiratory Therapist or to provide supplemental training for persons previously or currently employed in these occupations. The respiratory therapist specializes in the application of scientific knowledge and theory to practical, clinical problems of respiratory care. Student learning outcomes include:

- Recognize and practice safety and security procedures.
- Recognize and practice infection control procedures.
- Select, review, obtain and interpret data.
- Select, assemble, and check equipment for proper function, operation and cleanliness.
- Initiate, conduct, and modify prescribed therapeutic procedures.

This program consists of 76 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

The Associate in Science in **Physical Therapy Program** offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science industry.

The purpose of this program is to prepare students for employment as physical therapist assistants. The content includes but is not limited to the requirements of the Commission on Accreditation in Physical Therapy Education/American Physical Therapy Association. Student learning outcomes include:

- Demonstrate knowledge of the healthcare delivery system and health occupations.
- Demonstrate the ability to communicate and use interpersonal skills effectively.
- Demonstrate legal and ethical responsibilities.
- Demonstrate an understanding of and apply wellness and disease concepts.
- Recognize and practice safety and security procedures.
- Recognize and respond to emergency situations.
- Recognize and practice infection control procedures.

This program consists of 74 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

The Associate in Science in **Occupational Therapy Program** prepares students for employment as occupational therapy assistants, or to provide supplemental training for persons previously or currently employed in this occupation. The program has been developed to prepare graduates as entry-level generalists and to offer a broad exposure to delivery model systems through academic and fieldwork education including preparation to assist an occupational therapist in implementing the plan of therapy for a patient prescribed by a physician. Student learning outcomes include:

- Apply occupational therapy assistant role in the OT service delivery process.
- Demonstrate knowledge of ethics and safety related to occupational therapy assistants.
- Demonstrate knowledge of client mobility.
- Demonstrate an understanding of stress/ stressors and stress reactions as well as mediating factors and its influence on health and human functioning.
- Explain the role of the OTA in the management of occupational therapy services.
- Provide client, family & caregiver education and training.

This program consists of 74 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

The Associate in Science for the **Dental Hygiene Program** is designed to prepare students for employment as dental hygienists or to provide supplemental training for persons previously or currently employed in this occupation. Program participants experience coursework in patient assessment, dental hygiene instrumentation and direct patient care services (scaling/root planning/curettage/radiographs/oral

hygiene-instruction/expanded functions), community dental health, dental office emergencies, infection control, special needs dental care, office management, employability skills, ethics and jurisprudence.

Student learning outcomes include:

- Identify and explain the formation and function of the head, neck, dental structures and tissues including pathological conditions of the human body in relation to the oral cavity
- Identify and explain principles of microbiology, disease transmission, disease prevention, and perform infection control procedures
- Identify and explain usage, administration, indications, contraindications, adverse reactions and precautions of pharmaceutical and anesthetic agents used in the treatment of dental disease
- Describe principles and perform techniques of preventive dentistry
- Perform patient assessment
- Perform direct patient services and competently provide dental hygiene process of care for the child, adolescent, adult and geriatric patient as well as the special needs patient

This program consists of 88 credit hours and graduates earn an Associate in Science Degree. The program starts fall 2019.

Obtaining an Applied Technology Diploma in the **Pharmacy Technician Program (ATD)** offers a great way for students to gain entry into the pharmaceutical industry or boost an exciting career as a pharmacist. Skills include delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR.

Student learning outcomes include:

- Identify pharmaceutical abbreviations and terminology as related to Community Pharmacy Practice.
- Identify medical and legal considerations.
- Perform clerical duties as related to Pharmacy Practice.
- Demonstrate knowledge of basic pharmaceutical chemistry and drug classification as it relates to the human physiology.
- Demonstrate knowledge of inventory control.
- Initiate measurement and calculating techniques as it relates to compounding in pharmacy practice.
- Demonstrate a basic knowledge of pharmaceutical chemistry as it relates to the human physiology.
- Prepare and deliver medications.
- Prepackage unit dose medications.

This program consists of 40 credit hours and graduates earn an Applied Technology Diploma. The program starts fall 2019.



*B. Will the proposed program:*

Table 2F Triumph Trifecta Program Goals

	Triumph Goals	Triumph Trifecta Project Alignment
✓	Increase students' technology skills and knowledge	Northwest Florida State College's proposal is built on offering training based on the Florida Department of Education's curriculum frameworks. These frameworks are developed with statewide input from industry and educators to assure the instructional content addresses the knowledge and skill requirements of the modern workforce.
✓	Encourage industry certifications	Northwest Florida State College's educational programs are aligned with industry recognized credentials and thus, students are encouraged to test for appropriate industry certification exams.
✓	Provide rigorous, alternative pathways for students to meet high school graduation requirements	Northwest Florida State College actively partners with Okaloosa and Walton county schools to offer programs as dual enrollment whenever possible. In some cases, the college partners with the districts by sharing facilities and equipment to provide the K-12 student a clear pathway for their professional development.
✓	Strengthen career readiness initiatives	All of the educational programs identified in this proposal are career and technical education (CTE) programs. As such, one of the primary objectives of the CTE programs is to instruct and assess career readiness skills throughout the program. These efforts are supported and strengthened by the college's connection to the business and technical professional community through advisory committees, which are utilized for all CTE programs.
✓	Fund high-demand programs of emphasis at the bachelor's and master's level designated by BOG	The college has established, internally, articulation agreements between our Associate in Science programs and our Bachelor of Science programs. Many students attend the college initially in an AA or AS degree program and once completed continue their education in one of NWF State College's BAS programs. The college is continually evaluating the need for additional BAS programs. Additionally, the college engages with our state universities to develop articulation agreements whenever possible. Current university articulations agreements exist with the University of West Florida and Florida State University at Panama City.
✓	Encourage students with interests or aptitude for STEM, and medical	The college recognizes the national need for students to enroll and succeed in STEM related programming. The

	Triumph Goals	Triumph Trifecta Project Alignment
	disciplines to pursue postsecondary education at a state university or a FL College System institution within the disproportionately affected counties (similar to or the same as talent retention programs)	college is working with the Okaloosa school district to offer STEM related healthcare programs as dual enrollment. This model has the student being bussed to the college by the district to attend face-to-face classes on the campus. This program provides a pathway for the students to move from entry level education to upper-level programs such as the College's AS degrees in healthcare and manufacturing.

*C. Will this proposal provide participants in the disproportionately affected counties with transferable, sustainable workforce skills but not confined to a single employer? If yes, provide details.*

☒ Yes    ☐ No

All of the training programs identified in this proposal address industry needs (see Appendix A Grant Response Proposal pages 16, 30-31, and 46). None of the programs are designed based on a single employer. All identified programs are focused on developing workforce readiness competencies in addition to the professional skills identified in the State of Florida's curriculum frameworks.

*D. Identify the disproportionately affected counties where the proposed programs will operate or provide participants with workforce skills.*

Walton County will host the Simulated City Center of Excellence in DeFuniak Springs. Okaloosa County will host the Advanced Technology Center of Excellence in Crestview and the Health Sciences Center of Excellence will be co-located at the College's campuses in Niceville and Fort Walton Beach. Graduates from the programs will fill positions throughout the Triumph Gulf Coast region.

*E. Provide a detailed description of, and quantitative evidence demonstrating how the proposed project or program will provide: Economic recovery, economic diversification, enhancement of the disproportionately affected counties, enhancement of a target industry*

The academic programs associated with the Triumph Trifecta project positively impact the following target industries: aerospace & defense, manufacturing, energy, architecture & construction, agriculture, food & natural resources, and health care/health sciences. In addition, the degrees and credentials earned are transferable to ancillary industry clusters, such as the water transportation and transportation, distribution & logistics industry clusters. The project represents a significant step toward building economic and workforce capacity within the region. The increase of highly skilled workers into Northwest Florida's economy will help to attract new business and increase the average annual wage of Northwest Florida families. (See diversification section on page 30 in Appendix A - Grant Response Proposal for additional information.)

*2. Additional Information*

*A. Is this an expansion of an existing training program? If yes, describe how the proposed program will enhance or improve the existing program and how the proposal program will supplements but not supplant existing funding sources.*

☐ Yes      ☒ No

The Triumph Trifecta project establishes 38 new workforce training academic programs at the College that align with more than 50 occupations.

*B. Indicate how the training will be delivered (e.g. classroom-based, computer-based, other). If in person, identify the locations(s) (e.g., city, campus, etc.) where will the training be located? If computer-based, identify the target location(s) (e.g., city, county) where the training will be available.*

Training for the Triumph Trifecta programs is offered in an online, hybrid, and traditional classroom format. The Advanced Technology and Simulated City Centers of Excellence also provide hands-on training labs for experiential learning. All general education curriculum is available fully online, benefiting students whose schedules make it inconvenient to enroll in traditional format classes. All in-person coursework (general and technical classes) are offered in Okaloosa and Walton County locations as depicted in Table 3F. (Please see the Facility Specifications in Appendix C for additional information.)

*Table 3F Triumph Trifecta Training Delivery Method*

Center of Excellence	Location	Delivery Method
Advanced Technology	Location 1: Robert L.F. Sikes Education Center at 805 E. James Lee Blvd, Crestview Location 2: Crestview Technology Airpark at 5795 John Givens Rd, Crestview,	Online, hybrid, traditional, and hands-on lab
Simulated City	908 West Highway 90, DeFuniak Springs	Online, hybrid, traditional, and hands-on lab
Health Sciences	Location 1: 100 College Blvd, Building 420, Niceville, FL 32578 Location 2: 1170 Martin Luther King, Jr. Blvd., Building 8, Fort Walton Beach	Online, hybrid, and traditional

*C. Identify the number of anticipated enrolled students and completers.*

Table 4F depicts the number of completers as well as the estimated number of students enrolled per cohort at full program implementation. Thirty-four programs (out of 38) will matriculate students two times per year, resulting in two cohorts annually.

*Table 4F Triumph Trifecta Number of Anticipated Enrolled Students and Completers*

Academic Program	Estimated Students Enrolled Per Cohort	Completers					
		Annual Number of Completers				Project Total for 2023	Project Total for 2028
		2020	2021	2022	2023	Cumulative	Cumulative
Building and Construction Technology	18	0	0	0	12	12	57
Agricultural Production Technology	18	0	0	0	0	0	45
Landscape and Horticulture Technology	18	0	0	0	0	0	45
Landscape and Horticulture Professional	5	0	0	0	4	4	24
Landscape and Horticulture Specialist	5	0	0	0	4	4	24
Landscape and Horticulture Technician	5	0	0	0	4	4	24
Civil Engineering Technology	20	0	0	0	10	10	60
Field Survey Technician	10	0	0	8	8	16	56
Unmanned Vehicle Systems Operations	18	0	9	9	9	27	72
Air Conditioning, Refrigeration, and Heating Systems Technology	24	0	0	12	12	24	84
Air Conditioning, Refrigeration, and Heating Systems Assistant	5	0	4	4	4	12	32
Air Conditioning, Refrigeration, and Heating Systems Technician	5	0	4	4	4	12	32
Painting and Decorating	18	0	0	0	0	0	72
Brick and Block Masonry	15	0	0	12	12	24	84
Tile Setting	15	0	0	12	12	24	84
Solar Photovoltaic System Design	18	0	14	15	14	43	115
Natural Gas Operations and Distribution	16	13	13	12	13	51	115
Water Treatment Technologies	12	0	0	10	9	19	67
Engineering Technology	20	0	10	10	10	30	80
Industrial Maintenance	5	3	3	2	3	11	23

Academic Program	Estimated Students Enrolled Per Cohort	Completers					
		Annual Number of Completers				Project Total for 2023	Project Total for 2028
		2020	2021	2022	2023	Cumulative	Cumulative
Automation	5	3	3	2	3	11	23
Mechatronics	5	3	3	2	3	11	23
Pneumatics, Hydraulics & Motors for Manufacturing	5	3	3	2	3	11	23
Professional Pilot Technology	24	0	12	12	12	36	96
Commercial Pilot	5	0	3	2	3	8	20
Aviation Airframe Mechanics	24*	0	19	19	20	58	154
Aviation Powerplant Mechanics	24*	0	19	19	20	58	154
Dental Hygiene	20	0	0	16	16	32	112
Medical Laboratory Technology	18	0	14	15	14	43	115
Medical Clinical Laboratory Technician	15	12	12	12	12	48	108
Medical Assisting Advanced	24	0	19	19	20	58	154
Medical Assisting Specialist	20	16	16	16	16	64	144
Health Information Technology	24	0	0	19	19	38	134
Health Informatics Specialist	10	0	8	8	8	24	64
Occupational Therapy Assistant	20*	0	0	16	16	32	112
Physical Therapy Assistant	20*	0	0	16	16	32	112
Respiratory Care	24	0	0	19	19	38	134
Pharmacy Technician	24	0	18	22	16	56	154
<b>TOTAL</b>	<b>581</b>	<b>53</b>	<b>206</b>	<b>346</b>	<b>380</b>	<b>985</b>	<b>3031</b>

\*At project year 7, 34 of 38 programs will be running two cohorts of students annually, exceptions noted with asterisk.

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

Table 5F lists program locations and start dates. The programs will remain ongoing as warranted by regional demand. Table 6F depicts the number of credit hours and semester(s) required for program completion.

*Table 5F Triumph Trifecta Program Start Dates and Location*

*Note: Spring 2019 indicated with square (■)*

Academic Program	Location	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Building and Construction Technology	DeFuniak Springs			●		
Agricultural Production Technology	DeFuniak Springs				●	

Landscape and Horticulture Technology	DeFuniak Springs				•	
Landscape and Horticulture Professional	DeFuniak Springs				•	
Landscape and Horticulture Specialist	DeFuniak Springs				•	
Landscape and Horticulture Technician	DeFuniak Springs				•	
Civil Engineering Technology	DeFuniak Springs		•			
Field Survey Technician	DeFuniak Springs		•			
Unmanned Vehicle Systems Operations	DeFuniak Springs	•				
Air Conditioning, Refrigeration, and Heating Systems Technology	DeFuniak Springs		•			
Air Conditioning, Refrigeration, and Heating Systems Assistant	DeFuniak Springs		•			
Air Conditioning, Refrigeration, and Heating Systems Technician	DeFuniak Springs		•			
Painting and Decorating	DeFuniak Springs					•
Brick and Block Masonry	DeFuniak Springs			•		
Tile Setting	DeFuniak Springs			•		
Solar Photovoltaic System Design	DeFuniak Springs		•			
Natural Gas Operations and Distribution	DeFuniak Springs	•				
Water Treatment Technologies	DeFuniak Springs		•			
Engineering Technology	Crestview	•				
Industrial Maintenance	Crestview	•				
Automation	Crestview	•				
Mechatronics	Crestview	•				
Pneumatics, Hydraulics & Motors for Manufacturing	Crestview	•				
Professional Pilot Technology	Crestview	■				
Commercial Pilot	Crestview	■				
Aviation Airframe Mechanics	Crestview		•			
Aviation Powerplant Mechanics	Crestview		•			
Dental Hygiene	Niceville		•			
Medical Laboratory Technology	Niceville	■				
Medical Clinical Laboratory Technician	Niceville	■				
Medical Assisting Advanced	Niceville	■				
Medical Assisting Specialist	Niceville	■				
Health Information Technology	Niceville		•			
Health Informatics Specialist	Niceville		•			
Occupational Therapy Assistant	Niceville		•			
Physical Therapy Assistant	Niceville		•			
Respiratory Care	Niceville		•			
Pharmacy Technician	Niceville		•			

#### *E. Describe plan to support sustainability of the proposed program*

Triumph Gulf Coast funds are sought for program start-up costs, providing the seed monies necessary to grow talent in high-demand fields. The Triumph Trifecta project is fully self-sustaining beyond 2023 utilizing tuition and training revenues. Please refer to the Detailed Project Budget in Appendix D, page 4, for comprehensive sustainability information.



*F. Identify any certifications, degrees, etc. that will result from the completion of the program.*

The length and credential for each academic program is noted below in Table 6F. Please note that clock hour programs are the total number of actual hours a student spends attending class, or other instructional activities, that count toward completing a program of study. Clock hour programs may run 250-450 actual hours per semester, as determined by the academic program.

*Table 6F Triumph Trifecta Program Hours, Average Semesters, and Credential*

*Note: Credential abbreviations are AS – Associate in Science; AAS – Associate in Applied Science; CCC – College Credit Certificate; PSAV – Post-secondary Adult Vocational; NWF Cert – Northwest Florida State College Certification*

Academic Program	Hours	Avg Semesters for FT Student	Credential
Building and Construction Technology	60 Credit Hours	4	AS
Agricultural Production Technology	60 Credit Hours	4	AS
Landscape and Horticulture Technology	60 Credit Hours	4	AS
Landscape and Horticulture Professional	18 Credit Hours	2	CCC
Landscape and Horticulture Specialist	12 Credit Hours	1	CCC
Landscape and Horticulture Technician	30 Credit Hours	2	CCC
Civil Engineering Technology	63 Credit Hours	4	AS
Field Survey Technician	18 Credit Hours	2	CCC
Unmanned Vehicle Systems Operations	62 Credit Hours	4	AS
Air Conditioning, Refrigeration, and Heating Systems Technology	64 Credit Hours	4	AAS
Air Conditioning, Refrigeration, and Heating Systems Assistant	12 Credit Hours	1	CCC
Air Conditioning, Refrigeration, and Heating Systems Technician	24 Credit Hours	2	CCC
Painting and Decorating	600 Clock Hours	2	PSAV
Brick and Block Masonry	1650 Clock Hours	3	PSAV
Tile Setting	500 Clock Hours	2	PSAV
Solar Photovoltaic System Design	600 Clock Hours	2	PSAV
Natural Gas Operations and Distribution	1220 Clock Hours	3	PSAV
Water Treatment Technologies	405 Clock Hours	1	PSAV
Engineering Technology	60 Credit Hours	4	AS
Industrial Maintenance	30 Credit Hours	2	NWF Cert
Automation	12 Credit Hours	1	CCC
Mechatronics	30 Credit Hours	2	CCC
Pneumatics, Hydraulics & Motors for Manufacturing	12 Credit Hours	1	CCC
Professional Pilot Technology	64 Credit Hours	4	AS
Commercial Pilot	24 Credit Hours	2	CCC
Aviation Airframe Mechanics	1350 Clock Hours	3	PSAV
Aviation Powerplant Mechanics	1350 Clock Hours	3	PSAV
Dental Hygiene	88 Credit Hours	6	AS
Medical Laboratory Technology	76 Credit Hours	5	AS
Medical Clinical Laboratory Technician	40 Credit Hours	3	CCC
Medical Assisting Advanced	65 Credit Hours	4	AS
Medical Assisting Specialist	44 Credit Hours	3	CCC
Health Information Technology	70 Credit Hours	5	AS
Health Informatics Specialist	24 Credit Hours	2	CCC
Occupational Therapy Assistant	74 Credit Hours	5	AS

Physical Therapy Assistant	74 Credit Hours	5	AS
Respiratory Care	76 Credit Hours	5	AS
Pharmacy Technician	40 Credit hours	3	ATD

*G. Does the project have the local match amount? If yes, please describe the entity providing the match and the amount.*

✓ Yes    ☐ No

Local match along with the match entity is defined in Table 7F. Private businessman, Paul Hsu, Ph.D., has provided personal support for the Advanced Technology Center of Excellence by waiving the five-year lease rate for two buildings at the Crestview Technology Air Park, valued at \$776,580. Additionally, Bob Keller of Sunshine Aero Industries, has pledged the donation of a Sabreliner Jet Aircraft, valued at \$350,000, to be used in the Advanced Technology Center of Excellence learning lab.

The College was appropriated \$2 million in the 2018 legislative session for the remodel of the Health Sciences Building on the Niceville Campus. The project is on the State of Florida's Public Education Capital Outlay (PECO Funding) list with the remaining \$10,500,000 project expense anticipated in fiscal year 2020. All PECO funds will be applied as match to the Triumph Trifecta project as they are directly related to facility enhancements in support of the Health Sciences Center of Excellence.

The College is providing both direct and indirect expenses to support the Triumph Trifecta project, as detailed below. Please refer to the Detailed Project Budget in Appendix D for comprehensive budget information.

*Table 7F Triumph Trifecta Program Match*

Provided by	Detail	Donation FY19	Donation FY20	Donation FY21	Donation FY22	Donation FY23	Total
Dr. Paul Hsu	<b>Adv. Technology COE Rent</b>	\$ 155,316	\$ 155,316	\$ 155,316	\$ 155,316	\$ 155,316	\$ 776,580
Sunshine Aero, Inc.	<b>Sabreliner Jet Aircraft</b>	\$ 350,000	-	-	-	-	\$ 350,000
State of Florida	<b>State of Florida PECO Funding</b>	\$ 2,000,000	\$ 10,500,000	-	-	-	\$ 12,500,000
<b>Total Donated Matching Funds</b>		\$ 2,505,316	\$ 10,655,316	\$ 155,316	\$ 155,316	\$ 155,316	\$ 13,626,580
	Budget Detail	College Match FY19	College Match FY20	College Match FY21	College Match FY22	College Match FY23	Total
NWF State College	<b>Personnel</b>	\$ 502,500	\$ 1,629,055	\$ 1,960,436	\$ 2,162,145	\$ 2,255,388	\$ 8,509,524
NWF State College	<b>Fringe Benefits</b>	\$ 162,822	\$ 499,735	\$ 600,900	\$ 665,245	\$ 697,939	\$ 2,626,641
NWF State College	<b>Travel</b>	\$ 3,600	\$ 8,436	\$ 9,720	\$ 18,418	\$ 18,902	\$ 59,076
NWF State College	<b>Equipment</b>	\$ 32,500	\$ 77,150	\$ 91,392	\$ 95,755	\$ 100,713	\$ 397,510
NWF State College	<b>Supplies</b>	\$ 99,850	\$ 452,319	\$ 476,702	\$ 498,219	\$ 505,011	\$ 2,032,101
NWF State College	<b>Contractual</b>	\$ 162,000	\$ 857,694	\$ 866,271	\$ 874,934	\$ 883,683	\$ 3,644,582
NWF State College	<b>Construction</b>	\$ 19,200	\$ 250,117	\$ 255,868	\$ 260,677	\$ 264,784	\$ 1,050,646
NWF State College	<b>Other</b>	\$ 18,600	\$ 24,295	\$ 28,988	\$ 32,078	\$ 33,899	\$ 137,860
<b>Total Direct Costs</b>		\$ 1,001,072	\$ 3,798,801	\$ 4,290,277	\$ 4,607,471	\$ 4,760,318	\$ 18,457,939
<b>Indirect Costs</b>		\$ 1,896,166	\$ 1,896,166	\$ 1,896,166	\$ 1,896,166	\$ 1,896,166	\$ 9,480,831
<b>Total Match Provided</b>		\$ 2,897,238	\$ 5,694,967	\$ 6,186,443	\$ 6,503,637	\$ 6,656,484	\$ 27,938,770

*\*Subject to allocation by the State of Florida*



**Triumph Gulf Coast, Inc. Trust Fund**  
**Appendix G Contract Authority and Financial Statements**

## **Contract Authority**

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

Further, the Triumph Trifecta project was presented to Northwest Florida State College Board of Trustees and was acknowledged via affirmative vote on the consent agenda at the January 16, 2018 board meeting.

# BASIC FINANCIAL STATEMENTS

## NORTHWEST FLORIDA STATE COLLEGE A Component Unit of the State of Florida Statement of Net Position

June 30, 2017

	College	Component Unit
<b>ASSETS</b>		
Current Assets:		
Cash and Cash Equivalents	\$ 5,658,960	\$ 521,105
Restricted Cash and Cash Equivalents	4,173,417	-
Restricted Investments	-	12,138,573
Accounts Receivable, Net	1,049,422	-
Notes Receivable, Net	1,064	-
Due from Other Governmental Agencies	344,546	-
Due from Component Unit	49,352	-
Inventories	24,543	-
Prepaid Expenses	406,469	19,101
<b>Total Current Assets</b>	<b>11,707,773</b>	<b>12,678,779</b>
Noncurrent Assets:		
Restricted Cash and Cash Equivalents	7,759,608	-
Restricted Investments	3,873	32,174,232
Depreciable Capital Assets, Net	106,410,764	3,819,581
Nondepreciable Capital Assets	4,001,109	254,001
<b>Total Noncurrent Assets</b>	<b>118,175,354</b>	<b>36,247,814</b>
<b>TOTAL ASSETS</b>	<b>129,883,127</b>	<b>48,926,593</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred Amounts Related to Pensions	5,574,488	-
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts Payable	155,338	8,650
Accrued Interest Payable	892	-
Salary and Payroll Taxes Payable	197,499	-
Due to College	-	49,352
Unearned Revenue	1,431	-
Deposits Held for Others	398,978	-
Long-Term Liabilities - Current Portion:		
Bonds Payable	17,000	-
Note Payable	162,781	-
Capital Lease Payable	63,376	-
Special Termination Benefits Payable	97,588	-
Compensated Absences Payable	67,789	-
Net Pension Liability	164,289	-
<b>Total Current Liabilities</b>	<b>1,326,961</b>	<b>58,002</b>

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**NORTHWEST FLORIDA STATE COLLEGE**  
**A Component Unit of the State of Florida**  
**Statement of Net Position (Continued)**

**June 30, 2017**

	<u>College</u>	<u>Component Unit</u>
<b>LIABILITIES (Continued)</b>		
Noncurrent Liabilities:		
Bonds Payable	147,000	-
Note Payable	397,536	-
Capital Lease Payable	110,522	-
Special Termination Benefits Payable	52,927	-
Compensated Absences Payable	3,321,685	-
Other Postemployment Benefits Payable	345,324	-
Net Pension Liability	14,312,058	-
<b>Total Noncurrent Liabilities</b>	<u>18,687,052</u>	<u>-</u>
<b>TOTAL LIABILITIES</b>	<u>20,014,013</u>	<u>58,002</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred Amounts Related to Pensions	<u>923,183</u>	<u>-</u>
<b>NET POSITION</b>		
Net Investment in Capital Assets	109,880,606	4,073,582
Restricted:		
Nonexpendable:		
Endowment	-	35,217,256
Expendable:		
Grants and Loans	4,263,976	-
Scholarships	30,568	-
Capital Projects	7,983,793	-
Debt Service	3,873	-
Other	-	12,138,573
Unrestricted	<u>(7,642,397)</u>	<u>(2,560,820)</u>
<b>TOTAL NET POSITION</b>	<u><u>\$ 114,520,419</u></u>	<u><u>\$ 48,868,591</u></u>

The accompanying notes to financial statements are an integral part of this statement.

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**NORTHWEST FLORIDA STATE COLLEGE**  
**A Component Unit of the State of Florida**  
**Statement of Revenues, Expenses, and Changes in Net Position**  
**For the Fiscal Year Ended June 30, 2017**

	<u>College</u>	<u>Component Unit</u>
<b>REVENUES</b>		
Operating Revenues:		
Student Tuition and Fees, Net of Scholarship Allowances of \$2,762,865	\$ 8,778,267	\$ -
Federal Grants and Contracts	25,130	-
State and Local Grants and Contracts	2,244,205	-
Nongovernmental Grants and Contracts	498,220	-
Sales and Services of Educational Departments	196,344	-
Auxiliary Enterprises	1,485,844	-
Other Operating Revenues	446,864	619,052
<b>Total Operating Revenues</b>	<u>13,674,874</u>	<u>619,052</u>
<b>EXPENSES</b>		
Operating Expenses:		
Personnel Services	26,180,682	-
Scholarships and Waivers	4,977,829	478,062
Utilities and Communications	1,863,130	117,105
Contractual Services	3,065,381	-
Other Services and Expenses	2,488,886	2,031,225
Materials and Supplies	3,740,543	16,025
Depreciation	6,378,383	168,256
<b>Total Operating Expenses</b>	<u>48,694,834</u>	<u>2,810,673</u>
<b>Operating Loss</b>	<u>(35,019,960)</u>	<u>(2,191,621)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State Noncapital Appropriations	19,614,815	-
Federal and State Student Financial Aid	6,639,284	-
Gifts and Grants	3,538,724	404,603
Investment Income	144,136	1,281,323
Net Gain on Investments	-	3,996,821
Other Nonoperating Revenues	96,820	73,776
Interest on Capital Asset-Related Debt	(49,908)	-
<b>Net Nonoperating Revenues</b>	<u>29,983,871</u>	<u>5,756,523</u>
<b>Income (Loss) Before Other Revenues</b>	<u>(5,036,089)</u>	<u>3,564,902</u>
State Capital Appropriations	929,241	-
Capital Grants, Contracts, Gifts, and Fees	1,401,352	-
Additions to Permanent Endowments	-	261,117
<b>Total Other Revenues</b>	<u>2,330,593</u>	<u>261,117</u>
<b>Increase (Decrease) in Net Position</b>	<u>(2,705,496)</u>	<u>3,826,019</u>
Net Position, Beginning of Year	<u>117,225,915</u>	<u>45,042,572</u>
<b>Net Position, End of Year</b>	<u>\$ 114,520,419</u>	<u>\$ 48,868,591</u>

The accompanying notes to financial statements are an integral part of this statement.

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March 2018



**NORTHWEST FLORIDA STATE COLLEGE**  
**A Component Unit of the State of Florida**  
**Statement of Cash Flows**

**For the Fiscal Year Ended June 30, 2017**

	<u>College</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Student Tuition and Fees, Net	\$ 9,344,222
Grants and Contracts	3,010,351
Payments to Suppliers	(9,212,960)
Payments for Utilities and Communications	(1,863,130)
Payments to Employees	(21,229,647)
Payments for Employee Benefits	(4,843,639)
Payments for Scholarships	(4,977,829)
Auxiliary Enterprises	1,173,573
Sales and Services of Educational Departments	196,344
Other Receipts	484,027
<b>Net Cash Used by Operating Activities</b>	<u>(27,918,688)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>	
State Noncapital Appropriations	19,614,815
Federal and State Student Financial Aid	6,639,284
Federal Direct Loan Program Receipts	923,671
Federal Direct Loan Program Disbursements	(923,671)
Gifts and Grants Received for Other Than Capital or Endowment Purposes	3,538,724
<b>Net Cash Provided by Noncapital Financing Activities</b>	<u>29,792,823</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>	
State Capital Appropriations	841,008
Capital Grants and Gifts	1,444,299
Proceeds from Sale of Capital Assets	96,820
Purchases of Capital Assets	(1,900,068)
Principal Paid on Capital Debt and Leases	(2,353,214)
Interest Paid on Capital Debt and Leases	(49,908)
<b>Net Cash Used by Capital and Related Financing Activities</b>	<u>(1,921,063)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Proceeds from Sales and Maturities of Investments	892
Investment Income	144,136
<b>Net Cash Provided by Investing Activities</b>	<u>145,028</u>
<b>Net Increase in Cash and Cash Equivalents</b>	98,100
Cash and Cash Equivalents, Beginning of Year	17,493,885
<b>Cash and Cash Equivalents, End of Year</b>	<u><u>\$ 17,591,985</u></u>

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**NORTHWEST FLORIDA STATE COLLEGE**  
**A Component Unit of the State of Florida**  
**Statement of Cash Flows (Continued)**  
**For the Fiscal Year Ended June 30, 2017**

	<u>College</u>
<b>RECONCILIATION OF OPERATING LOSS</b>	
<b>TO NET CASH USED BY OPERATING ACTIVITIES</b>	
Operating Loss	\$ (35,019,960)
Adjustments to Reconcile Operating Loss	
to Net Cash Used by Operating Activities:	
Depreciation Expense	6,378,383
Changes in Assets, Liabilities, Deferred Outflows of Resources,	
and Deferred Inflows of Resources:	
Receivables, Net	484,428
Inventories	5,209
Prepaid Expenses	(15,228)
Accounts Payable	103,921
Salaries and Payroll Taxes Payable	98,036
Deposits Held for Others	37,163
Special Termination Benefits Payable	(78,360)
Compensated Absences Payable	(438,282)
Other Postemployment Benefits Payable	29,739
Net Pension Liability	4,503,122
Deferred Outflows of Resources Related to Pensions	(3,212,734)
Deferred Inflows of Resources Related to Pensions	(794,125)
<b>NET CASH USED BY OPERATING ACTIVITIES</b>	<u><u>\$ (27,918,688)</u></u>

The accompanying notes to financial statements are an integral part of this statement.