



PENSACOLA STATE COLLEGE

Logistics & Distribution: Ground Transportation

Triumph Gulf Coast, Inc.
Application for Funds
February 2021

TRIUMPH Final Application

APPLICANT INFORMATION

Name of Entity/Organization: Pensacola State College

Background of Applicant Individual/Entity/Organization:

Located in the Northwest Florida Panhandle, Pensacola State College (hereafter PSC or the College), home of the “Pirates” – a comprehensive public institution governed by a governor-appointed local District Board of Trustees – was established by the Florida Legislature in 1947 as Florida’s first public junior college. More than 16,000 students enrolled in credit and noncredit courses offered during the 2019-2020 academic year; of those students, about 12,500 enrolled in college credit courses. PSC, primarily an associate degree and certificate granting institution, also has a limited number of baccalaureate programs which account for about 6% of the FTE.

PSC’s mission is to provide quality, affordable, and accessible educational opportunities through a variety of delivery methods. The College, a member of the 28-institution Florida College System, offers baccalaureate and associate degrees, workforce certificates, adult education, business and industry training, non-credit continuing education, community outreach, and cultural enrichment opportunities for students and the community.

The College is committed to continuous improvement in creating opportunity for success in an atmosphere of concern, respect, integrity, and responsibility for students, clients, and employees. Institutional Priorities particularly relevant to this project include (approved by the District Board of Trustees of Pensacola State College, June 2020):

Institutional Priority #1: Enhancing and developing partnerships to better serve students and the community.

Institutional Priority #3: Enhancing the quality of instructional programs and services by increasing access to instructional programs and services through implementing new technologies and maintaining a physical presence in strategic locations throughout the College’s services area.

The PSC Board of Trustees approved Goals and Objectives which will be supported by this project include:

Goal #4: External funding.

4.2.1. Increase grant writing and contracts to benefit college initiatives, professional development, support for students, and College programs.

Goal #6: Instructional excellence.

6.1.5. Ensure diversity of instructional delivery methods, such as face-to-face, hybrid, and e-learning, and a physical presence with strategic locations of the College campuses and centers.

6.1.7. Create instructional programs based upon identified workforce needs and environmental scan of community.

The College's service area is the federally designated Pensacola Metropolitan Statistical Area (MSA) – Escambia and Santa Rosa counties, mirroring Workforce Region 1 – with a total population of 476,702. Pensacola, “*where thousands live the way millions wish they could,*” according to the late Mayor Vincent Whibbs, is a popular tourist destination, yet it includes employment in many service-related jobs and a significant population which is economically depressed. Compared to national (\$61,937) and Florida (\$55,462) median household incomes, PSC's service district, particularly Escambia County (\$49,286) reflects an area that lags financially. Escambia County also has a higher percent of persons in poverty (13.9%), compared to the nation (13.1%) and state (13.6%). Escambia County, in particular, has lower percentages of individuals receiving a bachelor's degree or higher (27.1% v. the state rate of 30.4% and national rate of 32.6%). Compared to Florida, where 8.5% of the civilian 18 years and over are military veterans, and the nation (7.1%), PSC's service area has significantly higher percentages of veterans – Santa Rosa County (18.8%) and Escambia County (12.9%). (all statistics: U.S. Census Bureau; data.census.gov)

PSC's diverse student population, reflective of the ethnicity of the service area, includes traditional students entering college directly from high school and nontraditional students, such as military veterans, displaced homemakers, and those seeking workforce training. Mirroring national trends, of the students who disclose gender, PSC enrolls more females (64%) than males (36%). About 10% of the student body in any given semester is on active duty or a military veteran. The College does not discriminate against any person on the basis of race, ethnicity, national origin, color, gender/sex, age, religion, marital status, pregnancy, disability, sexual orientation, gender identity, or genetic information in its educational programs, activities, or employment.

The College routinely engages in complex, inclusive activities resulting in strategic and operational plans, program reviews, and budgets used to chart PSC's future course. These planning and assessment processes are aimed at a single goal: to ensure the highest quality of educational experience for students. PSC involves all stakeholders in its ongoing self-analysis: internal – faculty, staff, and students; and external – advisory committees, employers, workforce and economic development, social, and government agencies. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The most recent 10-year reaffirmation of accreditation was in 2018.

PSC is proud of the highly qualified faculty teaching on all three campuses and three centers. Although the PSC student body comes primarily from the local community, the faculty hold educational credentials from more than 100 colleges and universities across the nation, broadening the scope of instructional methods and curriculum. PSC employs approximately 600 faculty members – 190 full-time and 410 part-time – all of whom meet the minimum

requirements for qualifications under the guidelines set forth by PSC’s accrediting agency, SACSCOC, regardless of status (full-time or part-time), location, or mode of instructional delivery. PSC maintains a faculty-student ratio of 23:1 (1/2021; nces.ed.gov/ipeds).

Federal Employer Identification Number: 59-1207555

Contact Information:

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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.

Pensacola State College has collaborated with the Santa Rosa County Development Office, CareerSource Escarosa, and FloridaWest Economic Development Alliance, Inc. are the primary partners for the development and implementation of this project.

The Santa Rosa County Development Office provided access to the property on which this project will be located, will be responsible for the costs of clearing of the property prior to construction, and as owner of that property was a co-applicant on the College’s application to the U.S. Department of Commerce Economic Development Administration which resulted in a grant of \$1.6 million for construction of the building and driving area for training.

CareerSource Escarosa first approached the College about adding a Commercial Vehicle Driving program and has committed to assistance with identifying potential students and providing training funding for tuition assistance when it is available, and participants are eligible.

The College has reached out to a number of regional employers to ascertain the labor market needs for this program. In addition, an active collaboration is developing with the workforce development and transportation offices of Escambia County School District, in an effort to meet their critical need for student bus drivers. Although the College does not recruit outside their legislatively designated service area, this training can be made available to any other interested parties, regardless of their physical location, which may also be experiencing the same critical shortages.

FloridaWest provides support to the project by sharing marketing materials for program recruitment and ensuring current/prospective employers are aware of the workforce being trained. The College is actively engaged with the Career Pathways Consortium, hosted by

FloridaWest Economic Development Alliance, Inc., which provides unique opportunities for collaboration, sharing of information, and projecting workforce needs.

Total amount of funding requested from Triumph Gulf Coast: \$3,849,933

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

Yes No

A Triumph Fast Track grant was submitted in April 2020, resulting in projected funding of \$74,000 to support the Commercial Vehicle Program, currently located on the College's Warrington Campus.

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

Pensacola State College (Applicant)

For over 20 years, Pensacola State College has received audit reports with unqualified opinions from the Florida State Auditor General. In addition, the College has a longstanding history of successfully implementing and reporting on large federal and state grant-funded projects, meeting all deadlines in a timely manner and ensuring all expenditures are allowable.

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

Attachment A – most recent financial statement

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

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.

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.

Title: *Logistics & Distribution: Ground Transportation*

Detailed Description:

Background. Pensacola State College (PSC) was initially approached by CareerSource Escarosa who indicated that there was a growing need expressed by employers for trained/licensed commercial vehicle drivers which matched with the desire of many of their clients to receive this training. Further research and examination of the labor market indicated that there was need for this program. There was only one small private for-profit training provider located in Milton, Florida, which was unable to meet the region's demand. PSC's Commercial Vehicle Driving program is a new training program initially funded from a Florida's Job Growth grant which allowed for the purchase of the first tractor trailer. This was followed by the donation of a local route vehicle donated by the Lewis Bear Company. This allowed the College to begin the program in December 2019, operating at a small capacity. A recently funded Governor's Emergency Education Relief Fund (GEERS) Florida Department of Education Rapid Credentialing grant is providing funding for the purchase of the first two truck driving simulators. Currently, students must travel to Tallahassee, Florida, for all testing activities.

To increase capacity and meet the unmet job demands of local and regional employers, Pensacola State College applied for and was successfully awarded a grant in the amount of \$1.6 million from the U.S. Department of Commerce Economic Development Administration. The purpose of this grant is to construct a basic truck driving training facility that will educate and train students needed to fill truck driver employment needs within the College's two-county service area, and beyond.

This current funding request to the Triumph Board will provide student usable space for up-to-date instruction, simulation, and on-the-road training, in addition to a recognized official testing site that will better equip students for employment in the industry. The training provided by PSC will enable students to earn Commercial Class "B" Driving and Commercial Vehicle Driving Certifications (Class "A"), resulting in living wage jobs with significant potential for growth in order to provide economic self-sufficiency for themselves and their families.

While often thought of as a "terminal certification" program, Commercial Vehicle Driving training program can also be marketed as a way for program completers who are working as a commercial driver to pay for college tuition and take advantage of "down time" and increasing opportunities for online education to student for a career pathway that includes college and university programs in supply chain management and logistics – a targeted industry for Florida.

The new 13,000 square foot Truck Driving Training Facility will be located on fifteen acres in Township 2 North, Range 27 West, Santa Rosa County, Florida. Construction of this project entails building a 101'-4" x 125'-0" pre-engineered metal building teaching facility with new water and electric utilities and two 400'-0" x 400'-0" concrete pads for truck driving instruction and one for testing. Total land disturbance will be 15 acres.

Student Building. The 12,667 square foot building will include classrooms for student instruction, working space for mechanical and maintenance training, student work-areas and meeting rooms, and academic advising areas. The building will also house truck bays for students to receive instruction on truck care, maintenance, and other skills necessary to meet the job requirements of local employers.

Truck-Driving Simulator. Integrating proficiency-based practice for all basic maneuvers, the truck driving simulators will provide space for students to receive virtual training on a variety of roadways, locations, urban and rural settings, and more in a safe environment

The VS600M Truck Driving Simulator, or like model, provides best-in-class instruction with 55-inch visual displays and realistic fidelity for shifting, backing up, turns, coupling, uncoupling, and braking. The simulator will enhance and speed the transferability of student skills to the road, a need articulated by regional employers.

Truck Driving Instruction and Testing Areas. These areas will be located directly outside the Student building, and adjacent to one another. Students will be able to take instructor guidance directly to a hands-on training experience necessary to be considered for employment in the region. Requirements for becoming a testing facility include having an asphalt course and concrete pad area which is totally separate and used exclusively for testing purposes.

Proposed Timeline:

Table 1. Proposed Timeline	
Activity	Month(s)
YEAR ONE	
CDL program continues to operate out of temporary classroom and driving range	February 2021 – January 2022
Project Design (PSC Facilities works with architect)	February – July 2021
Tractor trailers purchased and in use	March 2021 – June 2021
Formative project evaluation	July 2021
Permitting	July – August 2021
Contractor Bids, Pricing, Selection	August – October 2021
Construction activities begin	October 2021 – January 2022
Driving and testing pads/courses completed	January 2022
Year 1 summative project evaluation	January 2022
YEAR TWO	
Classroom components of CDL program continue to operate out of temporary classroom	February 2022 – August 2022

Table 1. Proposed Timeline	
Activity	Month(s)
Driving instruction begins on new driving and testing pads/courses	February 2022
CDL night program fully implemented	February 2022
Construction continues	February 2022 – August 2022
Truck simulators ordered	July 2022
Year 2 formative project evaluation	July 2022
Construction complete	September 2022
CDL program operating out of new facility and using new training driving range	October 2022
Testing facility in use	October 2022
Year 2 summative project evaluation	January 2023
YEARS 3 – 10	
Formative project evaluation	February, annually
Summative project evaluation	January, annually

Counties: Escambia and Santa Rosa counties which comprise the College’s designated service area as well as Workforce Region 1.

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

The proposed project is transformation in that it brings to the region a dramatic change in The proposed project integrates the *Guiding Principles* of Northwest Florida Forward (northwestfloridaforward.com), a regional strategic initiative focused on driving economic vitality and growth in the Florida Panhandle by:

- Sustainable and enduring economic base;
- Diversified industries and high wage employment growth;
- Greater alignment of partner resources through regional collaboration;
- Improving the vitality of all areas and populations in the region; and,
- Strengthen beyond traditional economic engines.

This project also contributes to the achievement of Northwest Florida Forward’s aspirational goal for Talent:

- Connect the talent assets of Northwest Florida talent to key industry clusters and ensure a dynamic and diverse workforce for new and growing businesses.

Pensacola, “*where thousands live the way millions wish they could,*” according to the late Mayor Vincent Whibbs, is a popular tourist destination, yet it includes employment in many service-related jobs and a significant population which is economically depressed. Pensacola’s unemployment rate is historically consistent with the state and national unemployment trends (Bureau of Labor Statistics). However, wage growth tells another story. According to a recent report, *State of Working Florida 2019* (Research Institute of Social & Economic Policy), the Pensacola MSA is ranked 17th of 22 Florida MSAs for Annual Average Hourly Earnings (www.risep.fiu.edu/state-of-working-florida/). The per capita income in Escambia County is

\$26,730 is lower than the state (\$30,197), and lags behind the nation (\$33,621). Santa Rosa County’s per capita income, \$30,904, is slightly higher than the state, but is lower than the nation (2019 American Community Survey, 1-Year Estimates; U.S. Census).

The College’s two-county service area is also home to eight (8) certified Opportunity Zones, designated by the Tax Cuts and Jobs Acts of 2017 allowing for certain investments in lower income areas to have tax advantages (<https://eig.org/opportunityzones/facts-and-figures>). Table X. provides select demographic information for each of these Opportunity Zones.

	Tract 4	Tract 13	Tract 16	Tract 17	Tract 19	Tract 28.03	Tract 40	Tract 106
Total Population	3,306	4,991	3,175	2,357	2,003	3,186	4,510	6,193
Median Family Income	33,365	44,474	23,207	32,261	26,318	42,898	47,500	47,548
Poverty Rate	36%	36%	55%	29%%	36%	24%	11%	17%
Non-White Population	87%	75%	80%	64%	61%	42%	43%	31%
Bachelor’s Degree Plus Holders	8%	18%	2%	4%	8%	9%	5%	14%
Total Jobs	954	1,865	6,209	4,117	469	474	1,132	4,201
Total Businesses	117	164	209	438	74	78	86	411
<i>Source: ESRI 2018</i>								

This project was created in response to identified deficiencies in Workforce Board Region 1 (Escambia and Santa Rosa counties) caused by events such as Hurricanes Ivan, Dennis, and Sally, the economic recession, the Deepwater Horizon Oil Spill, and the COVID-19 pandemic. Primarily, there is the need to diversify our economy, historically heavily reliant on the tourism and hospitality industry, so that we’re poised to withstand future natural and man-made disasters. Workforce talent development is a priority because it is often the most important factor current business and industry in our region to consider before expanding, or for site selectors looking for locations to open new businesses. Therefore, this project addresses the needs of employers from several occupations within the Logistics & Distribution and industry sectors as identified by CareerSource Escarosa (Region 1 Workforce Board), Enterprise Florida and the Florida Department of Economic Opportunity (DEO). Program completers would be eligible for both “long haul” trucking positions and local delivery trucking positions.

The training program included in this project – commercial vehicle driving – will enhance efforts to move under- and unemployed individuals into high-wage jobs, providing opportunities for them to achieve economic self-sufficiency for themselves and their families while at the same time supporting multiple employers from several industry sectors. Future programs under consideration for this site include the high skill/high wage occupations of diesel mechanic technician and electrical line worker.

This project is intentional in consideration of advancing science and technology and how it may influence commercial vehicle driving training, even beyond the 10-year project period.

A recent report from FTI Consulting, an independent global business advisory firm, asserts that “a myriad of new powertrain technologies are competing to usurp diesel as the heavy duty vehicle powertrain of choice” (<http://www.fticonsulting.com>; December 2020). As the need to decarbonize becomes more urgent environmentally and more palatable politically, FTI Consulting predicts that “we stand on the precipice of seismic change in all transportation sectors,” and battery electric and hydrogen vehicles will become the most favorable powertrain technologies before 2030.

As transportation companies make the heavy investment in equipment required to adapt to these changes, there will also need to be an investment in the human capital required for operations. Graduates of training programs who receive even the most basic information about these emerging technologies will be a step ahead of others in their competition for highly desired jobs.

The makers of most electric, hydrogen and hybrid systems for large commercial vehicles assert that no additional driver training is required; however, the University of Tennessee Chattanooga Engineering and Computer Science Research and Laboratories division, Frequently Asked Questions about electric vehicles (<https://new.utc.edu/engineering-and-computer-science/research-and-labatories/cete/faqs>) suggests that

“Although an electric bus operates like a diesel bus, the manner in which an electric bus is driven has a great impact on the vehicle’s range. Training, therefore, is very important. However, it is even more important to ensure that the operators maintain the driving habits necessary to maximize range once the training is completed.”

Mark Roberts, chief executive of in-cab driver training technology company Lightfoot, stated in an April 2020 editorial that “Ultra-low emission vehicles (ULEVs) are the future but, like any vehicle, they need to be driven in a way that makes the most of their capabilities” (FleetNews; <https://www.fleetnews.co.uk/fleet-management/driver-training/get-more-out-of-electric-vehicles-with-targeted-driver-training>).

Although special training is not necessarily needed in order to be able to drive ULEVs, if the vehicles are driven aggressively their range falls significantly. That alone has implications for the environment due to the energy required to generate the electricity to power the vehicles in the first place. Sudden braking and harsh acceleration have a draining effect on the battery.

Consultation with Pensacola State College’s current lead instructor for the commercial driving program revealed that students are already being informed as to emerging environmental considerations, including all-electric and hybrids already being used, load discussions, and the future of automated transportation/autonomous vehicles. Even though PSC training is currently taking place in diesel vehicles, we keep our eyes on the future and environmental impacts of this existing equipment is taken into consideration, much as in the same manner as would be necessary with electric, hydrogen and hybrid systems, maximizing the student’s ability to drive most efficiently in any type of vehicle. It is recognized that in order to provide qualified,

competitive applicants for open positions now and well into the future, the commercial vehicle driving program curriculum must keep up with technology as it changes and adapt as necessary.

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

According to Enterprise Florida, *Logistics & Distribution* is “big business” in Florida and the broader wholesale trade, transportation and logistics industry employs more than half a million individuals. *Distribution Logistics & Transportation* is one of 11 industry sectors established by the eight-county Northwest Florida Career Pathways project, funded through a multi-year grant from the Gulf Power Foundation in partnership with education foundations, public school districts, local education institutions, and economic development organizations.

In March 2017, the American Trucking Association cited approximately 48,000 unfilled trucker positions nationwide, and predicts that the freight driver shortage could grow to more than 170,000 vacancies by 2025.¹ In Florida alone, about 70% of all freight and/or commerce is transported via trucks.² The Class A Commercial Driver’s License earned by individuals enrolled in the project’s transportation program will qualify them to drive interstate tractor-trailers utilized by a variety of industries nationwide. According to the Florida Economic Opportunity, Bureau of Labor Market Statistics (2019-2027 projections), the need for Heavy and Tractor-Trailer Truck Drivers in Escambia and Santa Rosa counties will grow by 1.1% resulting in 1,741 total job openings. The 2018 median hourly wage for these commercial truck drivers is \$16.92/hour. In addition, the demand for other driving occupations requiring a Commercial Driver’s License (CDL), such as School or Special Client bus drivers, will increase 3.8% resulting in 665 openings in Escambia and Santa Rosa counties. CareerSource Escarosa, the regional workforce board, reported that they are receiving continuous requests from employers seeking CDL licensed drivers, and these job orders were going unfilled due to a lack of qualified candidates. According to Escambia County School District staff, Steven Harrell, Workforce Education Director, and Darlene Hart, Transportation Director, there is a critical shortage of school bus drivers. For example, on January 13, 2020, there was a shortage of 70 drivers, who would have covered 210 routes. Although the College does not recruit outside its legislatively designated service area, this training can be made available to any other organization which may be experiencing the same critical shortage.

The national median annual wage for heavy and tractor-trailer truck drivers was \$45,260 (\$21,76 per hour) in May 2019, and employment is projected to grow 2 percent from 2019 to 2029. Increasing numbers of truck drivers will be necessary in order to keep supply chains moving as the demand for goods increases. Florida ranks #3 in the United States with the highest employment level in the heavy and tractor-trailer truck driving occupation. Nationally, employment for school bus drivers is projected to grow by 1.1%; job outlook for transit and intercity bus drivers is projected to grow by 11%. Florida ranks #4 in the nation for states with the highest employment level in the bus driving occupation. (National statistics: U.S. Department of Labor, Bureau of Labor Statistics; July 2020, bls.gov).

¹ <http://cerasis.com/2017/03/17/freight-driver-shortage/>

² <http://www.drivearmellini.com/Truck-driver-shortage-throughout-Florida.asp>

As detailed in the following tables, transportation is a growing industry in the College’s two-county service area.

SOC Code	SOC Title	Employment				Total Job Openings	2018 Median Hourly Wage
		2019	2027	Growth	Percent Growth		
53-3022	Bus Drivers, School or Special Client	658	683	25	3.8	665	\$9.71
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,017	2,040	23	1.1	1,741	\$16.92
53-3033	Light Truck or Delivery Service Drivers	1,195	1,214	19	1.6	1,058	\$13.82

Source: *Projected Jobs Region 1 2019-2027*, Labor Market Statistics, Florida Department of Economic Opportunity.

SOC Code	SOC Title	Jobs Data				2019 Median Hourly Wage
		2020	2030	Change	% Change	
53-3052	Bus Drivers, Transit and Intercity	92	106	15	16.1%	\$20.90

Source: *Occupation Overview, Bus Drivers, Transit and Intercity*, Emsi Analyst, October 2020.

Emsi, an economic modeling company for which the College has a subscription, provides reports which show job posting analytics which help measure the demand for talent in the College’s service area. This data is collected from the job postings created by employers. While the number of postings may be either higher or lower than the number of actual hires, this information provides information related to a realistic ratio of unique job postings to actual hires.

- Heavy and tractor-trailer truck drivers – 185; 1,668 unique job postings Jan 2020 – Sep 2020, 249 employers competing, 34-day median duration (typical); average monthly postings 390; average monthly hires 109
- Bus drivers, transit and intercity – 1; 10 unique job postings Jan 2020 – Sep 2020, 5 employers competing, 42-day median duration (8 days longer than typical); average monthly postings 4, average monthly hires 3
- Light truck drivers – 66; 592 unique job postings Jan 2020 – Sep 2020, 114 employers competing, 30-day median duration; average monthly postings 165, average monthly hires 93
- School bus drivers – 6 unique postings, 17 unique job postings;

ADDENDUM – REVISED PAGE 14 (2/11/2021)

- Senator Rick Scott, United States Senate
- State Representative Alex Andrade, The Florida House of Representatives, District 2
- Senator Doug Broxson, The Florida Senate, 1st District
- Representative Mike Hill, The Florida House of Representatives, District 1
- Representative Jay Williamson, The Florida House of Representatives, District 3

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

The College will track program enrollments and completions for a 10-year period, the first three years which will increase capacity and be funded by Triumph, and years four through ten, which will be the years of project sustainability – resulting in 1000 certifications. It is noted that that the requirements to become fully enrolled in the commercial vehicle driving program can be a challenge for many individuals who are interested in this career. In order to be fully enrolled, individuals must successfully pass a drug screening, complete/pass the DOT physical exam, receive a commercial learner’s permit, and provide a motor vehicle background driving report demonstrating a 7-year history of no DUI, no careless driving, and having earned no more than 6 points on their driving record. College staff work diligently with interested participants to assist them in completing these prerequisites. The College will also provide certification testing and non-credit Rapid Refresh training with testing for individuals not requiring the full program.

Table 6. Projected Enrollments & Completions

Year	Notes	Capacity	Successful Enrollments	Completions
1	Current capacity	48	36 (75%)	25 (70%)
2	Fully implement night program; start implementation of additional equipment	72	58 (80%)	44 (75%)
3	All tractor/trailers and simulators in place	96	82 (85%)	66 (80%)
4		96	86 (90%)	73 (85%)
5		96	86 (90%)	73 (85%)
6		96	86 (90%)	73 (85%)
7		96	86 (90%)	73 (85%)
8		96	86 (90%)	73 (85%)
9		96	86 (90%)	73 (85%)
10		96	86 (90%)	73 (85%)
TOTALS		888	778	643

Table 6A. Projected Rapid Refresh Certifications Awarded

YR1	YR2	YR3	YR4	YR5	YR6	YR7	YR8	YR9	YR10	TOTAL
0	29	41	41	41	41	41	41	41	41	357

In addition, the College will provide data related to any external (non-PSC) participants who utilize the new testing center.

6. Describe how the proposed project or program is sustainable.

The grant project management will be guided by a steering committee chaired by the Dean, Grants & Federal Programs. Other members will include the Project Director, Director of

As part of the process establishing need when undergoing the process of developing the EDA grant which is supporting the construction of the training facility, PSC received the following estimated need and impact from a number of local/regional employers. These estimates were made based on their historic needs, anticipated retirements, and projections of future business, as detailed in the following table. Having a larger pool of qualified applicants for job openings was cited as a predominate reason for supporting PSC’s proposed program.

Table 5. Projected Jobs (ED-900B forms)		
Employer	# of Jobs Created (2020-2022)	# of Jobs Saved (2020-2022)
Coastal Moving and Storage 4321 N. W Street Pensacola, FL 32505	10	29
Gilmore Services 31 E. Fairfield Drive Pensacola, FL 32501	22	66
The Lewis Bear Company 6120 Enterprise Drive Pensacola, FL 32505	15	165
Ready Mix USA (regional) 3008 S. Highway 95 Cantonment, FL 32533	185	670
Chuck’s Concrete Pumping 55 S. B Street Pensacola, FL 32502	4	4
Seminole Express 32585 U.S. Highway 90 Seminole, AL 36574	75	190
Southeastern Freight Lines 141 Industrial Boulevard Pensacola, FL 32505	15	119
Total	326	1,243
Attachment B: Economic Development Administration Signed ED-900B forms		

In addition, PSC received letters of support from the following individuals and organizations (Attachment C):

- Escambia County School District
- Florida Trucking Association
- Florida’s Great Northwest
- Gulf Power Company
- Emerald Coast Regional Council
- FloridaWest Economic Development Alliance
- Santa Rosa Economic Development
- CareerSource Escarosa

Workforce Education, Director of Career and Technical Education Student Resources, and Assistant Comptroller for Restricting Accounting.

The academic program aspects of the project will be guided by the program Advisory Committee. Advisory Committees are established for all PSC Associate of Science, College Credit Certificate, Vocational Certificate, and Applied Technology Diploma programs. A vocational education advisory committee is a group of community members from outside the field of education that advises vocational educators on the design, development, implementation, evaluation, maintenance, and revision of vocational education programs. Advisory members provide an informed viewpoint that is invaluable to the educational process.

The project is ambitious, yet attainable, and seamlessly integrates into the current operation of Pensacola State College. As mandated by Florida Statute, Florida College System institution that receives workforce education funds must use the money to benefit the workforce education programs it provides [Florida Statute 1011.80(8)(a)]. These funds may be used for equipment upgrades, program expansions, or any other use that would result in workforce education program improvement. In addition to ongoing collection of student tuition, one significant sustainability strategy is the increase in projected CAPE funding. Per Florida Statute:

- The Chancellor of Career and Adult Education shall identify the industry certifications eligible for funding on the CAPE Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44, based on the occupational areas specified in the General Appropriations Act. [Florida Statute 1011.80(7)(b)(2)]

Community relationships will contribute to sustainability of the program as evidenced by the donation of a local delivery vehicle already received from the Lewis Bear Company of Pensacola.

Pensacola State College is fully committed to the support of the project. Equipment purchased for the program will become part of the College's inventory and as such, the PSC department such as Facilities, Planning and Construction (includes Transportation), and Information Technology Services will provide necessary maintenance and technical support.

The tuition and fees for this program are typically beyond the financial capability for most interested individuals (\$2,585 in-state; \$5,329.54 out-of-state). The College has been fortunate to have received some significant grant funding to provide scholarships to students in need. PSC will work with agencies such as CareerSource Escarosa and Community Action Program Committee to identify clients who may be eligible for their financial assistance. In addition, the College will work with prospective employers to identify additional scholarship and/or tuition reimbursement opportunities. This short (8-week) program is not currently financial aid eligible. However, there are avenues which can be pursued once the program has achieved full operational status for more than a year in order to attain this eligibility so that students can access federal financial aid. PSC has received significant CARES Act funding from the federal government for student emergency relief grants which assist eligible students with needs such as food, housing, and transportation in the next year. Institutional CARES funding has been used

for Covid-related technology, facility, and safety needs, and loss of revenue. Additional College resources and student services such as TRIO Programs, Foundation scholarships, and Perkins scholarships will be used to retain eligible students through to program completion.

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

All Florida College System institutions receiving state appropriations for workforce education programs must maintain adequate and accurate records. Sources of data will include the PSC MIS Student Records System which provides a robust repository of data available to measure the deliverables of the proposed project, including demographics, enrollment, grades, and completions, and industry certification attainment. Enrollment in courses and industry certification attainments will be available for review at any time and will form the basis of formative evaluation. National Student Clearinghouse data will be reviewed regularly to determine if any students have gone on to pursue other opportunities in postsecondary education.

The project will be supported by the PSC Office of Institutional Research which will facilitate formal formative and summative evaluation assessing overall impact of course persistence and graduation rates by the following activities:

- Collection of baseline data;
- Collection of quantitative data elements throughout the life of the project (and beyond), such as
 - Student enrollment;
 - Outcomes;
 - Completion; and,
 - Earned industry certifications.
- Validation of data collected;
- Assistance with formative and summative evaluation reports.

In addition to overall enrollments, projected activity deliverables for the proposed project include:

- Increasing the number of students enrolling in the Commercial Vehicle Driving Program;
 - Increasing the number of females enrolling in the Commercial Vehicle Driving Program;
 - Increasing the number of minorities enrolling in the Commercial Vehicle Driving Program;
 - Increasing the number of military veterans enrolling in the Commercial Vehicle Driving Program;
- Increasing the number of students completing the Commercial Vehicle Driving Program;
 - Increasing the number of females completing the Commercial Vehicle Driving Program;
 - Increasing the number of minorities completing the Commercial Vehicle Driving Program;
 - Increasing the number of military veterans completing the Commercial Vehicle Driving Program;
- Increasing the number of students successfully testing and earning their CDL licensure;

- Increasing the number of females successfully testing and earning their CDL licensure;
- Increasing the number of minorities successfully testing and earning their CDL licensure;
- Increasing the number of military veterans successfully testing and earning their CDL licensure;
- Increasing the number of completers entering discipline related employment; and,
 - Increasing the number of female completers entering discipline related employment;
 - Increasing the number of minority completers entering discipline related employment;
 - Increasing the number of military veterans entering discipline related employment; and,
- Increasing number of other (external to PSC) individuals testing at the PSC CDL Testing Facility.

Table 7. Baseline Data for Deliverables		
Deliverables	Baseline Data (2019-2020)	
	#	%
Enrollment (all)	8	100.00%
Females	1	12.50%
Minorities	4	50.00%
Military veterans	2	25.00%
Program Completers (all)	6	75.00%
Females	1	16.66%
Minorities	2	33.33%
Military Veterans	0	0.00%
Licensure (all)	6	75.00%
Females	1	16.66%
Minorities	2	33.33%
Military Veterans	0	0.00%
Testing (external participants)	0	0.00%

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-out 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.

- **Partner with local government to provide funds, infrastructure, land, or other assistance for the project.**

The proposed project has been developed in collaboration with the Santa Rosa County Economic Development agency. Commercial Vehicle Driving training is temporarily taking place in a classroom on the PSC Warrington Campus and a field owned by the U.S. Navy. In July 2019, Pensacola State College and Santa Rosa County entered into a long-term “land swap” lease agreement which provides an opportunity for the County to put soccer fields on the College’s South Santa Rosa Center site while providing space for the College to increase the capacity of its commercial vehicle driving program. This collaboration resulted in Santa Rosa County leasing

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property located at the Santa Rosa Industrial Park East to the College for a term of forty (40) years, beginning in August 2019, for the sum of One Dollar (\$1.00) per year as the location for an educational facility to provide technical education programs such as commercial truck driver training, lineman training, diesel mechanic training, and other additional education programs to be implemented in the future. (Attachment D – PNJ article; Attachment E – Lease Agreement)

- **Provide outcome measures.**

Tables 6 and 7 demonstrate the College’s commitment to measurable outcomes for the proposed project, and a commitment to target underserved populations.

Year	Notes	Capacity	Successful Enrollments	Completions
1	Current capacity	48	36 (75%)	25 (70%)
2	Fully implement night program; start implementation of additional equipment	72	58 (80%)	44 (75%)
3	All tractor/trailers and simulators in place	96	82 (85%)	66 (80%)
4		96	86 (90%)	73 (85%)
5		96	86 (90%)	73 (85%)
6		96	86 (90%)	73 (85%)
7		96	86 (90%)	73 (85%)
8		96	86 (90%)	73 (85%)
9		96	86 (90%)	73 (85%)
10		96	86 (90%)	73 (85%)
TOTALS		888	778	643

YR1	YR2	YR3	YR4	YR5	YR6	YR7	YR8	YR9	YR10	TOTAL
0	29	41	41	41	41	41	41	41	41	357

Deliverables	Baseline Data (2019-2020)	
	#	%
Enrollment (all)	8	100.00%
Females	1	12.50%
Minorities	4	50.00%
Military veterans	2	25.00%
Program Completers (all)	6	75.00%
Females	1	16.66%
Minorities	2	33.33%
Military Veterans	0	0.00%
Rapid Refresh Training/Certifications	0	0.00%

Licensure (all)	6	75.00%
Females	1	16.66%
Minorities	2	33.33%
Military Veterans	0	0.00%
Testing (external participants)	0	0.00%

- **Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.**

Because of the following requirements -- You must be at least 18 years old to hold a **Florida CDL** and drive a commercial vehicle within the state of **Florida**. You must be at least **age 21** to drive a commercial motor vehicle across **Florida** state lines, carry hazardous materials, or transport any passengers – this program will not be offered as a dual enrollment opportunity. However, the College will collaborate with the Escambia County School District to provide assistance with alleviating the critical shortage of school bus drivers.

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

As detailed in the response to Question #2 above, the proposed project meets the following priorities:

- Partner with local government to provide funds, infrastructure, land, or other assistance for the project;
- Provide outcome measures; and,
- Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.

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: N/A

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

**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.?

The College President has the authority to sign grant contracts, which would later be presented during a regularly scheduled monthly meeting of the District Board of Trustees as an information item.

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:

After consultation with the College general counsel, it is not believed that this will be necessary.

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

The schedule is provided here in case such circumstances arise that it is necessary.

February 16, 2021
No March meeting
April 20, 2021
May 18, 2021
June 22, 2021
No July meeting

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

N/A

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.

Table 1. Proposed Timeline	
Activity	Month(s)
YEAR ONE	
CDL program continues to operate out of temporary classroom and driving range	February 2021 – January 2022
Project Design (PSC Facilities works with architect)	February – July 2021
Tractor trailers purchased and in use	March 2021 – June 2021
Formative project evaluation	July 2021
Permitting	July – August 2021
Contractor Bids, Pricing, Selection	August – October 2021
Construction activities begin	October 2021 – January 2022
Driving and testing pads/courses completed	January 2022
Year 1 summative project evaluation	January 2022
YEAR TWO	
Classroom components of CDL program continue to operate out of temporary classroom	February 2022 – August 2022
Driving instruction begins on new driving and testing pads/courses	February 2022
CDL night program fully implemented	February 2022
Construction continues	February 2022 – August 2022
Truck simulators ordered	July 2022
Year 2 formative project evaluation	July 2022
Construction complete	September 2022
CDL program operating out of new facility and using new training driving range	October 2022
Testing facility in use	October 2022
Year 2 summative project evaluation	January 2023
YEARS 3 – 10	
Formative project evaluation	February, annually
Summative project evaluation	January, annually

- 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.**

Pensacola State College District Board of Trustees Policy 6Hx20-1.003, *Organization and Operation*, is attached (Attachment F).

FUNDING and BUDGET

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

Triumph Gulf Coast, Inc. grant request: **\$3,862,951**

Funding requested over three years:

Year 1	Year 2	Year 3
\$3,361,198	\$249,929	\$251,824

- 2. What percentage of total program or project costs does the requested award from Triumph Gulf Coast, Inc. represent?**

34.48%

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

The tables below provide data related to projected job growth and currently median hourly wages between 2019-2027 for School Bus Drivers, Heavy and Tractor-Trailer Truck Drivers, and Light Truck or Delivery Service Drivers; and between 2020-2030 for Transit/Intercity Bus Drivers. As Florida’s minimum wage increases incrementally over the next five years to \$15.00/hour, these median hourly wages are expected to be influenced and increase proportionally.

SOC Code	SOC Title	Employment				Total Job Openings	2018 Median Hourly Wage
		2019	2027	Growth	Percent Growth		
53-3022	Bus Drivers, School or Special Client	658	683	25	3.8	665	\$9.71
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,017	2,040	23	1.1	1,741	\$16.92
53-3033	Light Truck or Delivery Service Drivers	1,195	1,214	19	1.6	1,058	\$13.82

Source: *Projected Jobs Region 1 2019-2027*, Labor Market Statistics, Florida Department of Economic Opportunity.

Table 4. Occupation Overview (Escambia and Santa Rosa counties)						
SOC Code	SOC Title	Jobs Data				2019 Median Hourly Wage
		2020	2030	Change	% Change	
53-3052	Bus Drivers, Transit and Intercity	92	106	15	16.1%	\$20.90
Source: <i>Occupation Overview, Bus Drivers, Transit and Intercity</i> , Emsi Analyst, October 2020.						

In addition, the following table provides projections of the number of new jobs created and the number of jobs which will be saved between 2020-2022 from employers who supported the College’s application to the U.S. Department of Commerce, Economic Development Administration.

Table 5. Projected Jobs (ED-900B forms)		
Employer	# of Jobs Created (2020-2022)	# of Jobs Saved (2020-2022)
Coastal Moving and Storage 4321 N. W Street Pensacola, FL 32505	10	29
Gilmore Services 31 E. Fairfield Drive Pensacola, FL 32501	22	66
The Lewis Bear Company 6120 Enterprise Drive Pensacola, FL 32505	15	165
Ready Mix USA (regional) 3008 S. Highway 95 Cantonment, FL 32533	185	670
Chuck’s Concrete Pumping 55 S. B Street Pensacola, FL 32502	4	4
Seminole Express 32585 U.S. Highway 90 Seminole, AL 36574	75	190
Southeastern Freight Lines 141 Industrial Boulevard Pensacola, FL 32505	15	119
Total	326	1,243
Attachment B: Economic Development Administration Signed ED-900B forms		

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 potential award supplements, but does not supplant (replace) other funding dedicated to this project as outlined in the funding sources provided in the response to Question 5A/B.

The current program was begun in late 2019 with the purchase of one truck utilizing funding from a Florida Governor’s Job Growth Grant. Temporary classroom space is located on the Warrington Campus (predominantly home of health care training programs), with an arrangement made with the U.S. Navy for doing practice driving on a nearby unused airfield.

The proposed project program will supplement the existing program by providing a facility dedicated to this training purpose and additional vehicles, in order to greatly increase capacity. This facility will also allow for future expansion in adding complementary programs such as for diesel mechanics. Grant funds will support the project during the first three years of the ten-year project, allowing for sustainability beginning in Year 4.

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

A. Project/Program Costs

Table 8. Project/Program Costs	
Construction	\$6,250,500.00
Reconstruction	0.00
Design & Engineering	\$289,727.00
Land Acquisition	0.00
Land Improvement	49,500.00
Equipment	\$1,230,024.99
Supplies	\$343,688.00
Salaries	\$1,849,614.84
Industry Certification Fees/Tuition Waivers	\$297,500.00
Indirect Costs	
Total Project Costs:	\$11,204,828.49

B. Other project funding sources

Table 9. Other Project Funding Sources	
City/County	\$49,500.00
Private Sources	\$0.00
Other (e.g., grants, etc.)	
Pensacola State College	\$5,317,377.96
GEERS Rapid Credentialing Grant (Florida College System)	\$250,000.00
U.S. Department of Commerce Economic Development Administration	\$1,600,000.00
Department of Economic Opportunity Job Growth Grant	\$125,000.00
Total Other Funding	\$7,341,877.96
Total Amount Requested	\$3,862,950.53

Note: The total amount requested must equal the difference between the costs in 3.A. 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.

The following budget narrative provides a detailed accounting of all items required for a successful project. The budget for Years 1-3 include start-up costs for full implementation and increase in capacity of program. It is projected that the program will be self-sustaining by Year 4.

- Pensacola State College: Funds for construction being held in account strictly for this use (Attachment G – attestation attached); general operating budget
- Santa Rosa County Economic Development: Funds committed for land clearing.
- U.S. Department of Education, Economic Development Administration: Grant funding awarded September 2020
- Florida Department of Education GEERS Rapid Credentialing Grant: Grant funding awarded August 2020
- Florida Department of Economic Opportunity: Grant funding awarded May 2018

Table 10. Budget Narrative (Years 1 – 3)

	Program Start Up	Triumph Grant Request		
		YR1	YR 2	YR 3
Personnel				
FT Program coordinator/faculty (9 mos + summer + overloads) – responsible for maintaining packet of information for prospective students, coordinates orientation for new students, works with Director to arrange off-campus sites, serves as designated liaison to program advisory committee, etc.		\$49,500.00	\$50,490.00	\$51,499.80
Social Security (6.2%)		\$3,069.00	\$3,130.38	\$3,192.99
FICA/Medicare (1.45%)		\$717.75	\$732.11	\$746.75
Retirement (10%)		\$4,950.00	\$5,049.00	\$5,149.98
Health Insurance		\$10,174.00	\$10,682.70	\$11,216.84
Life Insurance		\$77.52	\$77.52	\$77.52
Adjunct Faculty (20 hr/44 wk/\$25) for additional course sections – to increase instructional delivery capacity		\$22,000.00	\$22,000.00	\$22,000.00
FICA/Medicare (1.45%)		\$319.00	\$319.00	\$319.00
(2) Program Assistants (20 hr/44 wk/\$25 bill rate) – provide assistance to instructors and Program Coordinator		\$44,000.00	\$44,000.00	\$44,000.00
Recruitment/Retention Specialist (35 hr/48 wk/\$25 bill rate) to recruit new students, provide guidance for prerequisite		\$42,000.00	\$42,000.00	\$42,000.00

Table 10. Budget Narrative (Years 1 – 3)

	Program Start Up	Triumph Grant Request		
		YR1	YR 2	YR 3
processes to interested students, ensure enrolled students have all internal and external resources necessary to be successful.				
Supplies (less than \$1000/item)				
Misc. supplies (such as traffic cones)		\$1,500.00	\$1,500.00	\$1,500.00
Classroom supplies (such as classroom set of textbooks, professional journals, practice testing materials, videos, software)		\$5,000.00	\$2,500.00	\$2,500.00
Office supplies (such as printer ink cartridges, paper, folders, desk accessories)		\$3,500.00	\$500.00	\$500.00
Classroom furniture (4*\$15,000) – student chairs/tables		\$60,000.00		
A/V for classroom spaces (2*\$20,000) – includes equipment and any necessary wiring		\$40,000.00		
faculty office furniture, phone, computer (2*\$7500) – includes desk and chair		\$15,000.00		
faculty classroom lectern (2*5000) – includes all equipment necessary for A/V delivery controls		\$10,000.00		
lockers (4 -- 6 lockers in each) – for student use		\$2,528.00		
Metal shelving – for supplies		\$7,500.00		
Large first aid cabinet		\$1,200.00		
Large garbage cans 8*45)		\$360.00		
Heavy duty locking cabinet (2*550) – for any paper students, course materials		\$1,100.00		
Safety and directional signage – for classroom site		\$5,000.00		
Recruitment Materials/Marketing/Promotion		\$12,500.00	\$16,500.00	\$16,500.00
Equipment – all equipment purchases (over \$1000) State of Florida guidelines for quotes, bids, etc. will be followed.				
Truck tractor (2*\$125,000)		\$250,000.00		
Truck trailer (2*\$15,000)		\$30,000.00		

Table 10. Budget Narrative (Years 1 – 3)

	Program Start Up	Triumph Grant Request		
		YR1	YR 2	YR 3
Simulators (4*\$125,000)		\$500,000.00		
Challenger Truck List		\$38,379.00		
HD Wheel balancer		\$10,796.00		
HD tire changer		\$15,862.00		
BOSCH ESI truck heavy duty scan toolkit		\$9,987.99		
Truck tractor/trailer (Governor's Job Growth Grant)	\$125,000.00			
Simulators (GEERS Rapid Credentialing Grant)	\$250,000.00			
Construction (Site/facility details included in Attachment I)				
Concrete pad for truck testing site		\$1,300,000.00		
Asphalt driving loop for truck testing site		\$500,000.00		
Architect Basic Services Fee (for building)		\$218,537.00		
Civil Engineering (for building)		\$37,290.00		
Civil/Site Work Support (for building site)		\$33,900.00		
Asphalt driving loop, concrete pad and classroom building (EDA Grant -- \$1,600,000; PSC -- \$2,850,500)	\$4,450,500.00			
Clearing of property (Santa Rosa County)	\$49,500.00			
Industry Certification Fees/Tuition Waivers		\$27,500.00	\$30,000.00	\$30,000.00
Total Direct	\$4,875,000.00	\$3,314,248.26	\$229,480.71	\$231,203.87
Indirect Costs – PSC has a negotiated indirect cost rate with its cognizant agency, the U.S. Department of Health & Human Services of 37.8%, through 6/2023 (includes grant management, utilities, security, and maintenance for new facility) (10% to Triumph Years 1-3)		\$46,949.63	\$20,448.07	\$20,620.00
Indirect Costs (27.8% PSC Years 1-3)		\$130,519.96	\$56,846.00	\$57,325.00
Truck Driving Total	\$4,875,000.00	\$3,491,717.85	\$306,774.80	\$309,148.87

Budget Narrative (Years 4 – 10)

	PSC FUNDED - Program Reaches Sustainability						
	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
Personnel							
FT Program coordinator/faculty (9 mos + summer + overloads)	\$55,745.04	\$56,859.94	\$57,997.14	\$59,157.08	\$60,340.22	\$61,547.03	\$62,777.97
Social Security (6.2%)	\$3,456.19	\$3,525.32	\$3,595.82	\$3,667.74	\$3,741.09	\$3,815.92	\$3,892.23
FICA/Medicare (1.45%)	\$808.30	\$824.47	\$840.96	\$857.78	\$874.93	\$892.43	\$910.28
Retirement (10%)	\$5,574.50	\$5,685.99	\$5,799.71	\$5,915.71	\$6,034.02	\$6,154.70	\$6,277.80
Health Insurance	\$13,634.13	\$14,315.84	\$15,031.63	\$15,783.21	\$16,572.37	\$17,400.99	\$18,271.04
Life Insurance	\$77.52	\$77.52	\$77.52	\$77.52	\$77.52	\$77.52	\$77.52
Adjunct Faculty (20 hr/44 wk/\$25)	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00	\$22,000.00
FICA/Medicare (1.45%)	\$319.00	\$319.00	\$319.00	\$319.00	\$319.00	\$319.00	\$319.00
(2) Program Assistants (20 hr/44 wk/\$25 bill rate)	\$44,000.00	\$44,000.00	\$44,000.00	\$44,000.00	\$44,000.00	\$44,000.00	\$44,000.00
Recruitment/Retention Specialist (35 hr/48 wk/\$25 bill rate)	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00	\$42,000.00
Supplies (less than \$1000/item)							
Misc. supplies (such as traffic cones)	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Classroom supplies	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Office supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Recruitment Materials/ Marketing/ Promotion	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Industry Certification Fees/Tuition Waivers	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00
Total Direct Costs	\$231,476.50	\$233,301.41	\$235,179.49	\$237,114.69	\$239,108.08	\$241,162.79	\$243,279.04

Budget Narrative (Years 4 – 10)							
	PSC FUNDED - Program Reaches Sustainability						
	YR 4	YR 5	YR 6	YR 7	YR 8	YR 9	YR 10
Indirect Costs (Triumph – Years 1-3 only)							
Indirect Costs (PSC 37.8% Years 4-10)	\$78,048.00	\$78,738.00	\$79,448.00	\$80,179.00	\$80,933.00	\$81,710.00	\$82,509.00
Truck Driving Total:	\$309,524.50	\$312,039.41	\$314,627.49	\$317,293.69	\$320,041.08	\$322,872.79	\$325,788.04

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 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 program will be located in Santa Rosa County at the Santa Rosa County Industrial Park East, which is in close proximity to the College's Milton Campus. This current funding request to the Triumph Board will provide student usable space for up-to-date instruction, simulation, and on-the-road training, in addition to a recognized official testing site that will better equip students for employment in the industry. The training provided by PSC will enable students to earn Commercial Class "B" Driving and Commercial Vehicle Driving Certifications, resulting in living wage jobs with significant potential for growth in order to provide economic self-sufficiency for themselves and their families.

While often thought of as a “terminal certification” program, Commercial Vehicle Driving training program can also be marketed as a way for program completers who are working as a commercial driver to pay for college tuition and take advantage of “down time” and increasing opportunities for online education to student for a career pathway that includes college and university programs in supply chain management and logistics – a targeted industry for Florida.

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.

Increase students’ technology skills and knowledge.

The purpose of this program is to prepare students for a Class “A” Commercial Driver License (unrestricted). As stated in the Florida Department of Education Curriculum Framework for Career Preparatory Commercial Vehicle Driving:

This 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 Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Commercial Vehicle Driving industry; planning, management, labor issues, community issues and health, safety, and environmental issues. The content includes but is not limited to the following: Loading and unloading cargo; reporting delays or accidents on the road; verifying load against shipping papers; and keeping records.

After successfully completing this program, the student will be able to perform the following standards (Student Performance Standards are detailed in the Curriculum Framework, Attachment H):

- 01.0 Understand vehicle safety and accident prevention procedures.
- 02.0 Understand and comply with vehicle operating regulations.
- 03.0 Demonstrate proper cargo handling and documentation procedures.
- 04.0 Demonstrate trip planning preparation procedures.
- 05.0 Demonstrate vehicle inspection procedures.
- 06.0 Perform vehicle maintenance and servicing procedures.
- 07.0 Demonstrate basic vehicle control procedures.
- 08.0 Demonstrate backing skills and basic vehicle maneuvers.
- 09.0 Demonstrate coupling and uncoupling skills.
- 10.0 Demonstrate road driving skills.
- 11.0 Demonstrate hazardous driving skills.
- 12.0 Apply concepts learned for obtaining a Commercial Driver's License (CDL).

In addition to gaining technical skills, completers will also gain “Career Ready Practices”:

- 1. Act as a responsible and contributing citizen and employee.
- 2. Apply appropriate academic and technical skills.
- 3. Attend to personal health and financial well-being.
- 4. Communicate clearly, effectively and with reason.
- 5. Consider the environmental, social and economic impacts of decisions.
- 6. Demonstrate creativity and innovation.
- 7. Employ valid and reliable research strategies.
- 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9. Model integrity, ethical leadership and effective management.
- 10. Plan education and career path aligned to personal goals.
- 11. Use technology to enhance productivity.
- 12. Work productively in teams while using cultural/global competence.

Encourage industry certifications.

The training provided by PSC will enable students to earn Commercial Class “B” Driving and Commercial Vehicle Driving Certifications, resulting in living wage jobs with significant potential for growth in order to provide economic self-sufficiency for themselves and their families. In addition, students will learn about opportunities to earn other endorsements such as those which would make them eligible to drive passenger buses (city transit/school buses).

Students who pay for their industry certification with their own funds may apply to be reimbursed after successfully completing.

Strengthen career readiness initiatives.

The proposed program meets a number of Pensacola State College’s priorities/goals to provide career ready graduates to the regional workforce, meeting both the needs of individuals striving for economic self-sufficiency for themselves and their families, and for employers facing critical labor shortages. The following Institutional Priorities and Goal, in particular, demonstrate the College’s commitment to strengthening career readiness initiatives:

Institutional Priority #3: Enhancing the quality of instructional programs and services by increasing access to instructional programs and services through implementing new technologies and maintaining a physical presence in strategic locations throughout the College’s services area.

Goal #6: Instructional excellence.

6.1.7. Create instructional programs based upon identified workforce needs and environmental scan of community.

- 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

EDA 900B forms from companies with significant labor force needs in the next couple of years and letters of support from smaller companies indicate the diversity of employers and employment opportunities from which program completers will benefit. (Attachments B and C)

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

Escambia County and Santa Rosa County

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.

This project was created in response to identified deficiencies in Workforce Board Region 1 (Escambia and Santa Rosa counties) caused by events such as Hurricanes Ivan, Dennis, and Sally, the economic recession, the Deepwater Horizon Oil Spill, and the COVID-19 pandemic. Primarily, there is the need to diversify our economy, historically heavily reliant on the tourism and hospitality industry, so that we're poised to withstand future natural and man-made disasters. Workforce talent development is a priority because it is often the most important factor current business and industry in our region to consider before expanding, or for site selectors looking for locations to open new businesses.

According to Enterprise Florida, *Logistics & Distribution* is "big business" in Florida and the broader wholesale trade, transportation and logistics industry employs more than half a million individuals. *Distribution Logistics & Transportation* is one of 11 industry sectors established by the eight-county Northwest Florida Career Pathways project, funded through a multi-year grant from the Gulf Power Foundation in partnership with education foundations, public school districts, local education institutions, and economic development organizations.

As detailed earlier, in March 2017, the American Trucking Association cited approximately 48,000 unfilled trucker positions nationwide, and predicts that the freight driver shortage could grow to more than 170,000 vacancies by 2025.³ In Florida alone, about 70% of all freight and/or commerce is transported via trucks.⁴ The Class A Commercial Driver's License earned by individuals enrolled in the project's transportation program will qualify them to drive interstate tractor-trailers utilized by a variety of industries nationwide. According to the Florida Economic Opportunity, Bureau of Labor Market Statistics (2019-2027 projections), the need for Heavy and Tractor-Trailer Truck Drivers in Escambia and Santa Rosa counties will grow by 1.1% resulting in 1,741 total job openings. The 2018 median hourly wage for these commercial truck drivers is \$16.92/hour. In addition, the demand for other driving occupations requiring a Commercial Driver's License (CDL), such as School or Special Client bus drivers, will increase 3.8% resulting in 665 openings in Escambia and Santa Rosa counties. CareerSource Escarosa, the regional workforce board, reported that they are receiving continuous requests from employers seeking CDL licensed drivers, and these job orders were going unfilled due to a lack of qualified candidates. According to Escambia County School District staff, Steven Harrell, Workforce Education Director, and Darlene Hart, Transportation Director, there is a critical shortage of school bus drivers. For example, on January 13, 2020, there was a shortage of 70 drivers, who would have covered 210 routes.

³ <http://cerasis.com/2017/03/17/freight-driver-shortage/>

⁴ <http://www.drivearmellini.com/Truck-driver-shortage-throughout-Florida.asp>

The national median annual wage for heavy and tractor-trailer truck drivers was \$45,260 (\$21,76 per hour) in May 2019, and employment is projected to grow 2 percent from 2019 to 2029. Increasing numbers of truck drivers will be necessary in order to keep supply chains moving as the demand for goods increases. Florida ranks #3 in the United States with the highest employment level in the heavy and tractor-trailer truck driving occupation. Nationally, employment for school bus drivers is projected to grow by 1.1%; job outlook for transit and intercity bus drivers is projected to grow by 11%. Florida ranks #4 in the nation for states with the highest employment level in the bus driving occupation. (National statistics: U.S. Department of Labor, Bureau of Labor Statistics; July 2020, bls.gov). As detailed in the following tables, transportation is a growing industry in the College's two-county service area.

SOC Code	SOC Title	Employment				Total Job Openings	2018 Median Hourly Wage
		2019	2027	Growth	Percent Growth		
53-3022	Bus Drivers, School or Special Client	658	683	25	3.8	665	\$9.71
53-3032	Heavy and Tractor-Trailer Truck Drivers	2,017	2,040	23	1.1	1,741	\$16.92
53-3033	Light Truck or Delivery Service Drivers	1,195	1,214	19	1.6	1,058	\$13.82

Source: *Projected Jobs Region 1 2019-2027*, Labor Market Statistics, Florida Department of Economic Opportunity.

SOC Code	SOC Title	Jobs Data				2019 Median Hourly Wage
		2020	2030	Change	% Change	
53-3052	Bus Drivers, Transit and Intercity	92	106	15	16.1%	\$20.90

Source: *Occupation Overview, Bus Drivers, Transit and Intercity*, Emsi Analyst, October 2020.

Emsi, an economic modeling company for which the College has a subscription, provides reports which show job posting analytics which help measure the demand for talent in the College's service area. This data is collected from the job postings created by employers. While the number of postings may be either higher or lower than the number of actual hires, this information provides information related to a realistic ratio of unique job postings to actual hires.

- Heavy and tractor-trailer truck drivers – 185; 1,668 unique job postings Jan 2020 – Sep 2020, 249 employers competing, 34-day median duration (typical); average monthly postings 390; average monthly hires 109
- Bus drivers, transit and intercity – 1; 10 unique job postings Jan 2020 – Sep 2020, 5 employers competing, 42-day median duration (8 days longer than typical); average monthly postings 4, average monthly hires 3
- Light truck drivers – 66; 592 unique job postings Jan 2020 – Sep 2020, 114 employers competing, 30-day median duration; average monthly postings 165, average monthly hires 93
- School bus drivers – 6 unique postings, 17 unique job postings;

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 supplement but not supplant existing funding sources.**

Yes No

The current program was begun in late 2019 with the purchase of one truck utilizing funding from a Florida Governor’s Job Growth Grant. Temporary classroom space is located on the Warrington Campus (predominantly home of health care training programs), with an arrangement made with the U.S. Navy for doing practice driving on a nearby unused airfield.

The proposed project program will supplement the existing program by providing a facility dedicated to this training purpose and additional vehicles, in order to greatly increase capacity. This facility will also allow for future expansion in adding complementary programs such as for diesel mechanics. Grant funds will support the project during the first three years of the ten-year project, allowing for sustainability beginning in Year 4.

- b. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).**

Training will be delivered through multiple modalities:

- Classroom-based
 - Includes use of simulators; and,
 - Depending on circumstances (such as Covid), may be delivered asynchronous (online) or synchronous (Live on Line).
- “On the road”
 - Includes on driving range and on the local/interstate road system

c. Identify the number of anticipated enrolled students and completers.

Academic Program	ENROLLMENTS									
	Yr1	Yr2	Yr3	YR4	YR5	YR6	YR7	YR8	YR9	YR10
Commercial Vehicle Driving	48	72	96	96	96	96	96	96	96	96

Academic Program	COMPLETERS									
	Yr1	Yr2	Yr3	YR4	YR5	YR6	YR7	YR8	YR9	YR10
Commercial Vehicle Driving	25	44	66	73	73	73	73	73	73	73

Academic Program	INDUSTRY CERTIFICATIONS EARNED									
	Yr1	Yr2	Yr3	YR4	YR5	YR6	YR7	YR8	YR9	YR10
Commercial Vehicle Driving	25	44	66	73	73	73	73	73	73	73

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

Program	Length	Start	End
Commercial Vehicle Driving	320 hours (8 week term)	January March May July	March May July August

e. Describe the plan to support the sustainability of the proposed program.

As detailed earlier, the project is ambitious, yet attainable, and seamlessly integrates into the current operation of Pensacola State College. As mandated by Florida Statute, Florida College System institution that receives workforce education funds must use the money to benefit the workforce education programs it provides [Florida Statute 1011.80(8)(a)]. These funds may be used for equipment upgrades, program expansions, or any other use that would result in workforce education program improvement. In addition to ongoing collection of student tuition, one significant sustainability strategy is the increase in projected CAPE funding. Per Florida Statute:

- The Chancellor of Career and Adult Education shall identify the industry certifications eligible for funding on the CAPE Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44, based on the occupational areas specified in the General Appropriations Act. [Florida Statute 1011.80(7)(b)(2)]

Community relationships will contribute to sustainability of the program as evidenced by the donation of a local delivery vehicle already received from the Lewis Bear Company of Pensacola.

Pensacola State College is fully committed to the support of the project. Equipment purchased for the program will become part of the College’s inventory and as such, the PSC department such as Facilities, Planning and Construction (includes Transportation), and Information Technology Services will provide necessary maintenance and technical support.

The tuition and fees for this program are typically beyond the financial capability for most interested individuals (\$2,585 in-state; \$5,329.54 out-of-state). The College has been fortunate to have received some significant grant funding to provide scholarships to students in need. PSC will work with agencies such as CareerSource Escarosa and Community Action Program Committee to identify clients who may be eligible for their financial assistance. In addition, the College will work with prospective employers to identify additional scholarship and/or tuition reimbursement opportunities. This short (8-week) program is not currently financial aid eligible. However, there are avenues which can be pursued once the program has achieved full operational status for more than a year in order to attain this eligibility so that students can access federal financial aid. PSC has received significant CARES Act funding from the federal government for student emergency relief grants which assist eligible students with needs such as food, housing, and transportation in the next year. Institutional CARES funding has been used for Covid-related technology, facility, and safety needs, and loss of revenue. Additional College resources and student services such as TRIO Programs, Foundation scholarships, and Perkins scholarships will be used to retain eligible students through to program completion.

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

Program completers will be eligible to test for the Commercial Class “B” Driving and Commercial Vehicle Driving Certifications

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

Yes No

Match Source	Amount
Pensacola State College *\$2.9 million cash match (Attachment G: Attestation)	\$5,317,377.96
Santa Rosa county Economic Development	\$49,500
GEERS Rapid Credentialing Grant	\$250,000
Florida Department of Economic Opportunity Governor’s Job Growth Grant	\$125,000
U.S. Department of Commerce, Economic Development Administration	\$1,600,000
Total Match	\$7,415,877.96

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

List of Attachments:

Attachment A	Financial Statement (PSC)
Attachment B	EDA 900B Forms
Attachment C	Letters of Support
Attachment D	Pensacola New Journal article describing land swap with Santa Rosa County
Attachment E	Lease Agreement
Attachment F	PSC Board of Trustees Policy 6Hx20-1.003
Attachment G	Attestation of PSC cash match
Attachment H	Commercial Vehicle Driving curriculum framework
Attachment I	Building and Site Information

List of PSC Tables:

Table 1	Timeline
Table 2	Opportunity Zones information
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Table 5	EDA 900B Forms
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Table 7	Baseline Data for Deliverables
Table 8	Project Costs
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Table 10	Budget Narrative