



PENSACOLA STATE COLLEGE

*Cyber Security and IT Programs Expansion
#257*

Triumph Gulf Coast, Inc.
Application for Funds
October 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 15,000 students enrolled in credit and noncredit courses offered during the 2019-2020 academic year; of those students, about 12,000 enrolled in college credit courses. PSC, primarily an associate degree and certificate granting institution, also has a limited number of baccalaureate programs, including the Bachelor of Applied Science in Cybersecurity, Information Security and the Bachelor of Applied Science in Cybersecurity, Cyber Forensics.

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.

Institutional Priority #5: Acquiring financial resources to maintain and upgrade existing facilities and construct new facilities to better serve students and the community.

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

Goal #3: Maintain and update College facilities.

3.1.1. New construction/major renovations.

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 (321,905) and Santa Rosa (188,000) counties, mirroring Workforce Region 1 – with a total population of 509,905. 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 (\$65,712) and Florida (\$59,227) median household incomes, PSC's service district, particularly Escambia County (\$53,136) reflects an area that lags financially. Escambia County also has a higher percent of persons living below poverty (15.3%), compared to the nation (12.3%) and state (12.7%). Escambia County, in particular, has lower percentages of individuals 25 years and over earning a bachelor's degree or higher (23.9% v. the state rate of 30.7% and national rate of 33.1%). Compared to Florida, where 8.2% of the civilian 18 years and over are military veterans, and the nation (6.9%), PSC's service area has significantly higher percentages of veterans – Santa Rosa County (15.8%) and Escambia County (14.0%). (all statistics: 2020 Decennial Census, 2019 American Community Survey; 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 (32%). 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 24:1 (10/2021; nces.ed.gov/ipeds).

Federal Employer Identification Number: 59-1207555

Contact Information:

Primary Contact Information:	Dr. Deborah Douma
Title:	Dean, Grants & Federal Programs
Mailing Address:	1000 College Boulevard
	Pensacola, FL 32504-8998
Phone:	850-380-2735
Email:	ddouma@pensacolastate.edu
Website:	https://www.pensacolastate.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.

The College has reached out to a number of regional employers to ascertain the labor market needs for this program.

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: \$11,998,919

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

Yes No

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: *Cyber Security and IT Programs Expansion*

Detailed Description:

Background.

The Associate of Science in Cybersecurity was first offered at the College in the fall of 2013. The Bachelor of Applied Science (BAS) degree in Cybersecurity, Information Security, was first offered in the fall of 2016, and in the fall of 2018 the Bachelor of Applied Science (BAS) degree in Cybersecurity, Cyber Forensics, was first offered.

To increase capacity and meet the unmet job demands of local and regional employers, the College applied for and was successfully awarded a Governor’s Job Growth Grant in 2018 which provided upgrades in technology for two cybersecurity classrooms.

Over a number of years, the College received funding from the following sources which have supported the construction of the East Wing – Phase I of the Baars Building, a 25,389gsf Cybersecurity Center which was designed with six classrooms/laboratory spaces, 216 student stations and seven faculty offices:

\$250,000	Escambia County
\$ 25,000	City of Pensacola
\$100,000	Santa Rosa County
\$12 million	State Appropriation
\$3.3 million	Student Capital Improvement Fees

This building opened to student use for the Summer 2021 term. This request to Triumph is to support the construction of the West Wing – Phase II. This 46,133gsf facility will house 13 classroom/computer lab spaces with 408 student stations and 18 faculty offices.

Funding received to date for this second phase of the project:
 \$15.3 million State Appropriation



This funding request to Triumph will complete the construction of the Baars Building, including technology and furnishings, and provide support for all Information Technology and Cybersecurity academic programs.

Proposed Timeline:

Table 1. Proposed Timeline	
Activity	Month(s)
YEAR ONE	
IT/Cybersecurity programs continue to operate out of Baars Building, Phase I, and at other college instruction locations.	January
Baars Building, Phase II Project Design completion/approval	January 2022
Academic staff revise IT/Cybersecurity course curricula to include industry-recognized certification exams.	January – December 2022
Industry-recognized certification exams included in first course curricula	August 2022

Table 1. Proposed Timeline	
Activity	Month(s)
Contractor Bids, Pricing, Selection	January – March 2022
Construction activities begin	March – April 2022
Formative project evaluation	June 2022
Year 1 summative project evaluation	December 2022
YEAR TWO	
All courses, as appropriate, include industry-recognized certification exams as part of curriculum	January 2023
Classroom components continue to operate out of Baars Building, Phase I, and at other college instruction locations	January – December 2023
Formative project evaluation	June 2023
Furniture and technology equipment purchase processes	October 2023
Construction completed	December 2023
Year 2 summative project evaluation	December 2023
YEARS THREE	
Furniture and technology equipment installed	January – March 2024
Faculty and staff move into spaces	March – April 2024
Ribbon cutting on new building	April 2024
Classes begin in new spaces	May 2024 (summer term)
Formative project evaluation	June 2024
Year 3 summative project evaluation	December 2024
YEARS FOUR - SIX	
Formative project evaluation	June, annually
Summative project evaluation	December, 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 transformational in that it brings to the region a dramatic change in the numbers of individuals earning industry-recognized certifications in Information Technology/Cybersecurity.

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.

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://www.floridajobs.org/business-growth-and-partnerships/for-businesses-and-entrepreneurs/business-resource/opportunity-zones>). Table 2. provides select demographic information for each of these Opportunity Zones.

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 Information Technology and Cybersecurity industry sectors as identified by CareerSource Escarosa (Region 1 Workforce Board), FloridaWest Economic Development Alliance, Inc., Enterprise Florida and the Florida Department of Economic Opportunity (DEO).

Table 2. Service Area Opportunity Zone Community Information by Census Tract

	Tract 4	Tract 13	Tract 16	Tract 17	Tract 19	Tract 28.03	Tract 40	Tract 106
Total Population	3,508	4,450	2,827	2,565	1,987	2,966	4,791	6,156
Median Family Income (\$)	25,664	44,402	26,458	33,363	31,742	47,464	52,798	42,177
Poverty Rate	49%	24%	38%	37%	33%	24%	18%	21%
Non-White Population	87%	73%	80%	68%	68%	34%	47%	35%
Bachelor’s Degree Plus Holders	9%	16%	4%	3%	3%	12%	7%	20%
Total Jobs	5,935	1,958	5,561	3,973	455	698	1,071	4,063
Total Businesses	140	181	197	433	84	87	78	419
<i>Source:</i> ESRI 2020 and American Community Survey 2015-2019								

The training programs included in this project – Information Technology and Cybersecurity – 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.

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

This project is intentional inconsideration of advancing science and technology. Information Technology occupations, and Cybersecurity in particular, continue to be in high demand and the need for these professionals will only continue to increase. Talent gaps exist nationwide with more than 460,000 current cybersecurity job openings – with 21,893 of those job openings in Florida – the supply of cybersecurity workers has been declared to be “Very Low” (<https://cyberseek.org/heatmap.html>). In their report *Mitigating the Cybersecurity Skills Shortage*, Cisco has estimated that there are more than 1 million unfilled security jobs worldwide and asserts that security issues are now of great concern to both companies and consumers, so “Every company is a security company.” In their August 2, 2021 issue, ZDNet asserted that “The cybersecurity jobs crisis is getting worse” as employers struggle to hire (Palmer).

Enterprise Florida, Inc., asserts that the state of Florida “boasts the nation’s third largest tech industry.” According to FloridaWest Economic Development, Inc., the Pensacola area includes more than 250 IT companies in diverse and growing IT sectors which employ nearly 3,200 people. Information Technology and Cybersecurity are two of FloridaWest’s six highlighted industry clusters.

The U.S. Bureau of Labor Statistics (BLS), the projected job outlook for IT and cybersecurity professionals is strong. Employment in computer and information technology occupations is projected to grow 13% from 2020 to 2030, and the employment of Information Security Analysts is projected to increase by 26% through 2026. These rates are significantly faster than the national average for all occupations. Nationwide, the median annual wage for computer and information technology occupations was \$91,250 in May 2020, which was higher than the median annual wage for all occupations of \$41,950 (<https://bls.gov/ooh/computer-and-information-technology/home.htm>).

One of the objectives of this project is to increase the diversity of individuals in cybersecurity and information technology programs, improving the rates in which they enter the workforce. A National Cyber Security Center report, *Decrypting Diversity*, details that over 85% of professionals currently working in cybersecurity are white, and 66% of the industry identify as being male. The study asserts that improving diversity in the industry can actually help to improve security because “it can bring different ways of thinking and different skills to the table.”

As detailed in the following tables, Information Technology and Cybersecurity are growing industries across the state and in the College’s two-county service area, and there is need projected to grow into the future.

Table 3. Jobs By Occupation, Workforce Development Area 1 (Escambia and Santa Rosa counties)

SOC Code	High Skill/High Wage	Occupational Title	Annual % Growth	Annual Openings	2019 Hourly Wage		Enterprise Florida, Inc. Targeted Industry	*Data Source
					Mean	Entry		
151131	Yes	Computer Network Architects	1.57	979	\$51.96	\$34.03	Yes	S
151199	Yes	Computer Occupations, All Other	1.49	1,118	\$37.67	\$17.86	Yes	S
151131	Yes	Computer Programmers	2.17	1,169	\$41.69	\$23.31	Yes	S
151121	Yes	Computer Systems Analysts	0.81	33	\$29.06	\$18.36	Yes	R
151151		Computer User Support Specialists	1.29	78	\$19.26	\$13.24	Yes	R
151141	Yes	Database Administrators	1.52	669	\$45.51	\$27.69	Yes	S
151122	Yes	Information Security Analysts	1.80	565	\$43.26	\$26.49	Yes	S
151142	Yes	Network and Computer Systems Administrators	0.95	32	\$32.39	\$21.57	Yes	R
151132	Yes	Software Developers, Applications	0.72	72	\$46.42	\$31.47	Yes	R
151134	Yes	Web Developers	1.68	868	\$34.50	\$20.68	Yes	S

Source: 2021-2022 Regional Demand Occupation List, Workforce Statistics, Florida Department of Economic Opportunity
 *R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.
 S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.

Table 4. Labor Market Projections: 2020 – 2028, Workforce Development Area 1 (Escambia and Santa Rosa counties)

SOC Code	SOC Title	Employment				Total Job Openings
		2020	2028	Growth	Percent Growth	
113021	Computer and Information Systems Managers	219	241	22	10.0%	166
151121	Computer Systems Analysts	400	426	26	6.5%	265
151131	Computer Programmers	77	86	9	11.7%	54
151132	Software Developers, Applications	905	957	52	5.7%	576
151133	Software Developers, Systems Software	188	202	14	7.4%	124

SOC Code	SOC Title	Employment				Total Job Openings
		2020	2028	Growth	Percent Growth	
151134	Web Developers	93	103	10	10.8%	69
151141	Database Administrators	135	151	16	11.9%	97
151142	Network and Computer Systems Administrators	380	409	29	7.6%	249
151143	Computer Network Architects	264	276	12	4.5%	163
151151	Computer User Support Specialists	795	877	82	10.3%	630
151152	Computer Network Support Specialists	296	312	16	5.4%	216

Source: 2020-2028 Projections, Employment Projections, Florida Department of Economic Opportunity.

JOBSeq, a third-party economic modeling company for which the College has a paid 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.

Table 5. Online Job Postings	
Occupation	Online Job Ads*
Information Security Analysts	65
Computer and Information Systems Managers	5
Computer Systems Analysts	18
Computer Programmers	1
Software Developers and Software Quality Assurance Analysts and Testers	64
Web Developers and Digital Interface Designers	9
Software and Web Developers, Programmers, and Testers	74
Network and Computer Systems Administrators	105
Database Administrators	7
Computer Network Architects	1
Computer User Support Specialists	145
Source: <i>Occupation Snapshots</i> , Jobseq, October 2021. *Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information by designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic.	

As part of the process establishing need, the following employers from diverse industries have indicated their support and the need for the College’s training programs in IT/Cybersecurity (Attachment B):

- Global Business Solutions, Inc. (GBSI)
- Integrated Surroundings
- NOF Technologies
- Ascension – Sacred Heart Hospital
- Antler, Inc.
- Navy Federal Credit Union
- Landrum HR Workforce Solutions
- Cox Gulf Coast

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

- Emerald Coast Regional Council
- FloridaWest Economic Development Alliance
- CareerSource Escarosa
- Santa Rosa Economic Development Office

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

The College will track program enrollments for a 6-year period. The first three years, which will increase capacity and be funded by Triumph, and years four through six, which will be the years of project sustainability.

Program	2020-2021	Project Year					
	Baseline	1	2	3	4	5	6
Computer Information Technology (CIT-AS)	68	70	72	74	77	79	81
Computer Programming & Analysis (CPROG-AS)	56	58	59	61	63	65	67
Computer Programmer (COMP-CT)	16	16	17	17	18	19	19
Cyber Forensics (CYBFO-AS)	46	47	49	50	52	53	55
Cybersecurity (ITSEC-AS)	276	284	293	302	311	320	330
Cybersecurity, Information Security (CYSC-BAS)	165	170	175	180	186	191	197
Cybersecurity, Cyber Forensics (CYFO-BAS)	28	29	30	31	32	32	33
Projected Totals	655	675	695	716	737	759	782

The College will track awarding of industry-recognized certifications at the course level. The data provided is based on historical data for enrollments and success rates. These projections do take into consideration certifications currently under development but does not take into consideration any industry-recognized certifications which may be discontinued or newly developed and adopted within the program curriculums during the six-year grant period. Year 1 of the project will be dedicated to incorporating industry-recognized certification testing into the curriculum, in order to track awards which are not publicly available. It is estimated that task will be complete by Fall 2022 (Table 7).

Course #	Course Title/Certification	Average Annual Enrollment	Projected Certifications Earned Annually	Projected Certifications Earned over 6-Year Project
CCJ2940C	<i>Cyber Forensics Capstone</i> Certification: Mile2 Certified Digital Forensics Examiners, C)DFE	6	5	25
CGS1061C	<i>Introduction to Computers in Technology</i> Certification: IC3 Digital Literacy Global Standard 6	255	193	965

Table 7. Projected Industry-Recognized Certifications Awarded

Course #	Course Title/Certification	Average Annual Enrollment	Projected Certifications Earned Annually	Projected Certifications Earned over 6-Year Project
	(GS6) and/or Microsoft Office Specialist (MOS)			
CTS1300C	<i>Administering Microsoft Windows Workstation</i> *Certification in development	113	68	340
CTS1390C	<i>Install & Configure Windows Server</i> *Certification in development	118	83	415
CNT2210C	<i>Enterprise Networking, Security & Administration</i> Certification: Cisco CCNA (200-301)	2	2	10
CTS2120C	<i>Security+</i> Certification: CompTIA Security+ (SYO-601)	88	72	360
CTS2149	<i>Fundamentals of Project Management</i> Certification: CompTIA Project+ (PKO-004)	122	94	470
CET2614C	<i>Cisco CCNA Security</i> Certification: Cisco CCNA Security (IINS)	50	47	235
CNT3421	<i>Securing the Cloud</i> Certification: CompTIA Cloud+ (CVO-002)	24	23	115
CNT3411	<i>Security Operations</i> Certification: Cisco CyberOps (200-201)	20	18	90
CIS4385	<i>Computer Forensics & Investigations</i> Certification: Mile2 Certified Digital Forensics Examiner, C)DFE	32	29	145
CIS3361	<i>Security Testing & Auditing</i> Certification: TestOut Ethical Hacker Pro and/or EC Council CEIH Exam	31	27	135
CGS3812	<i>Business Continuity & Disaster Recovery</i>	32	28	140

Table 7. Projected Industry-Recognized Certifications Awarded				
Course #	Course Title/Certification	Average Annual Enrollment	Projected Certifications Earned Annually	Projected Certifications Earned over 6-Year Project
	Certification: Mile2 Certified Disaster Recovery Engineer C)DRE			
CIS4357	<i>Advanced Security Practitioner</i> Certification: CompTIA CASP (CAS-004)	30	26	130
ISM4314	<i>Project & Change Management</i> Certification: Project Management Institute's Certified Associate in Project Management, CAPM	28	24	120
CIS4596	<i>Cybersecurity Capstone</i> Certification: Mile2 Certified Information Systems Security Officer, C)ISSO	21	19	95
CET1178C	<i>PC Hardware</i>			
CET1179C	<i>PC Operating Systems</i> Certification, after completion of both: CompTIA A+ (220-1001 and 220-1002)	35	31	155
CET1588	<i>Network+</i> Certification: CompTIA Network+ (N10-007)	62	38	190
CTS2145C	<i>Cloud Essentials</i> Certification: CompTIA Cloud Essentials (CLO-002)	2	2	10
CIS3122C	<i>Cybersecurity Analyst (first offered in Fall 2021)</i> Certification: CompTIA CySA+ (CSO-002)	20	16	80
PROJECTED TOTAL INDUSTRY-RECOGNIZED CERTIFICATIONS				4,225

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 Dean, Baccalaureate Studies and Academic Support; Department Head, Mathematics and Computer Science; 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 Department Head, Dean, and Advisory Committees for each program. 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)]

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

The tuition/fees and industry-recognized certification exam fees for this program are typically beyond the financial capability for most interested individuals. Eligible students in IT/Cybersecurity programs may receive federal financial aid (i.e., Pell grants). College offices, such as the federally funded U.S. Department of Education TRIO Educational Opportunity Center program can assist students with FAFSA applications. The College routinely receives significant grant funding to provide scholarships to students in need (i.e., Florida Department of Education Perkins funding and Bank of America Workforce Scholarship funding). 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. A portion of the Triumph budget requested will provide fee waivers for students in need who do not qualify for any other type of financial assistance.

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 IT/Cybersecurity programs;
 - Increasing the number of females enrolling in IT/Cybersecurity programs Program;
 - Increasing the number of minorities enrolling in IT/Cybersecurity programs Program;
 - Increasing the number of military veterans enrolling in IT/Cybersecurity programs Program;
- Increasing the number of students completing IT/Cybersecurity programs Program;
 - Increasing the number of females completing IT/Cybersecurity programs Program;
 - Increasing the number of minorities completing IT/Cybersecurity programs Program;
 - Increasing the number of military veterans completing IT/Cybersecurity programs Program;

- Increasing the number of students successfully testing and earning their IT/Cybersecurity industry-recognized certifications; (baseline information available for this outcome is limited; integrating industry-recognized certification exams into the curriculum as part of this project will allow the College to track this outcome successfully)
 - Increasing the number of females successfully testing and earning their IT/Cybersecurity industry-recognized certifications;
 - Increasing the number of minorities successfully testing and earning their IT/Cybersecurity industry-recognized certifications;
 - Increasing the number of military veterans successfully testing and earning their IT/Cybersecurity industry-recognized certifications;

Table 8. Baseline Data for Deliverables	
Deliverables	Baseline Data (2020-2021)
	%
Enrollment (all) in All IT/Cybersecurity programs	
Females	26.38%
Minorities	30.17%
Military veterans	30.45%
Program Completers (all)	
Females	18.43%
Minorities	44.10%
Military Veterans	34.08%
Earned Industry-Recognized Certifications*	
Females	N/A
Minorities	N/A
Military veterans	N/A
*Numbers available are too small. Every effort will be made to ensure that certifications are earned at the same rate to match improvements in Enrollment and Completers.	

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.

- **Provide outcome measures.**

Tables 7 and 8 demonstrate the College's commitment to measurable outcomes for the proposed project, and a commitment to target underserved populations.

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

Dual Enrollment Associate in Arts (DUAL-AA) students may take any college credit class that is not AS only with their high school counselor's approval. Dual Enrollment Associate in Science (DUAL-AS) students can take college credit AS only classes with their high school counselor's approval. PSC has both AS-only computer science and non-AS-only computer science courses available for these Dual Enrollment students.

College-level courses, including college credit and vocational credit, may be offered by the College for secondary students participating in the Dual Enrollment Program. Course offerings include courses shown on the Dual Enrollment Course-High School Subject Area Equivalency List which may be accessed through

<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.fldoe.org%2Fcore%2Ffileparse.php%2F7744%2Furl%2FACCAgenda-Feb2021-AppA.pdf&data=04%7C01%7Cddouma%40pensacolastate.edu%7Cfb2c54b59fca4463986e08d993038d69%7Cc74db691b7f8438fa3e045c2c44bc2ae%7C0%7C0%7C637702466225064117%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCI6Mn0%3D%7C1000&reserved=0>. Eligible secondary students shall be permitted to enroll in postsecondary courses conducted during school hours, after school hours, and during summer semesters. Developmental education instruction, other forms of pre-collegiate instruction, and physical education skills-based courses shall be ineligible for inclusion in the dual enrollment program. Courses and programs may be added, revised, or deleted at any time, 1007.271(13), F.S.

Career dual enrollment courses (A.S. only courses and vocational courses) must lead to certifications that are included on the Postsecondary Industry Certification List

<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.fldoe.org%2Fcore%2Ffileparse.php%2F9946%2Furl%2F2021iefl-ps.pdf&data=04%7C01%7Cddouma%40pensacolastate.edu%7Cfb2c54b59fca4463986e08d993038d69%7Cc74db691b7f8438fa3e045c2c44bc2ae%7C0%7C0%7C637702466225064117%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCI6Mn0%3D%7C1000&reserved=0> to be eligible for dual enrollment. Clock hour dual enrollment courses must be included on the Clock Hour Dual Enrollment Course List for Inclusion in School and District Accountability

<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.fldoe.org%2Fcore%2Ffileparse.php%2F5421%2Furl%2FClockHour-DualEnroll.pdf&data=04%7C01%7Cddouma%40pensacolastate.edu%7Cfb2c54b59fca4463986e08d993038d69%7Cc74db691b7f8438fa3e045c2c44bc2ae%7C0%7C0%7C637702466225064117%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWwiLCJXVCI6Mn0%3D%7C1000&reserved=0>. The College will produce a list of eligible programs and associated courses each summer and provide that information to the School District. District students must meet all entry requirements as indicated in the College Catalog for a listed program to enroll in program courses as dual enrollment students. Career dual enrollment shall be available for students seeking a degree or certificate from a complete

job-preparatory program but shall not support student enrollment in isolated career and technical courses, 1007.271(7), F.S.

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:

- 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.

*Although this project has not been specifically “recommended” to Triumph, both Santa Rosa County and Escambia County have provided funding for the project.

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.

November 16, 2021	No December meeting
January 18, 2022	February 22, 2022
April 19, 2022	May 17, 2022
June 21, 2022	

- 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	
IT/Cybersecurity programs continue to operate out of Baars Building, Phase I, and at other college instruction locations.	January
Baars Building, Phase II Project Design completion/approval	January 2022
Academic staff revise IT/Cybersecurity course curricula to include industry-recognized certification exams.	January – December 2022
Industry-recognized certification exams included in first course curricula	August 2022

Table 1. Proposed Timeline	
Activity	Month(s)
Contractor Bids, Pricing, Selection	January – March 2022
Construction activities begin	March – April 2022
Formative project evaluation	June 2022
Year 1 summative project evaluation	December 2022
YEAR TWO	
All courses, as appropriate, include industry-recognized certification exams as part of curriculum	January 2023
Classroom components continue to operate out of Baars Building, Phase I, and at other college instruction locations	January – December 2023
Formative project evaluation	June 2023
Furniture and technology equipment purchase processes	October 2023
Construction completed	December 2023
Year 2 summative project evaluation	December 2023
YEARS THREE	
Furniture and technology equipment installed	January – March 2024
Faculty and staff move into spaces	March – April 2024
Ribbon cutting on new building	April 2024
Classes begin in new spaces	May 2024 (summer term)
Formative project evaluation	June 2024
Year 3 summative project evaluation	December 2024
YEARS FOUR - SIX	
Formative project evaluation	June, annually
Summative project evaluation	December, 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 C).

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: \$11,998,919

Funding requested over six years:

Table 9. Funding Request by Year				
Year 1	Year 2	Year 3	Years 4 & 5	Year 6
\$9,497,204	\$2,165,511	\$313,704	0	\$22,500

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

27.92%

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

As detailed in the following tables, Information Technology and Cybersecurity are growing industries across the state and in the College’s two-county service area, and there is need projected to grow into the future.

Table 3. Jobs By Occupation, Workforce Development Area 1 (Escambia and Santa Rosa counties)								
SOC Code	High Skill/High Wage	Occupational Title	Annual % Growth	Annual Openings	2019 Hourly Wage		Enterprise Florida, Inc. Targeted Industry	*Data Source
					Mean	Entry		
151131	Yes	Computer Network Architects	1.57	979	\$51.96	\$34.03	Yes	S
151199	Yes	Computer Occupations, All Other	1.49	1,118	\$37.67	\$17.86	Yes	S
151131	Yes	Computer Programmers	2.17	1,169	\$41.69	\$23.31	Yes	S
151121	Yes	Computer Systems Analysts	0.81	33	\$29.06	\$18.36	Yes	R
151151		Computer User Support Specialists	1.29	78	\$19.26	\$13.24	Yes	R
151141	Yes	Database Administrators	1.52	669	\$45.51	\$27.69	Yes	S
151122	Yes	Information Security Analysts	1.80	565	\$43.26	\$26.49	Yes	S
151142	Yes	Network and Computer Systems Administrators	0.95	32	\$32.39	\$21.57	Yes	R
151132	Yes	Software Developers, Applications	0.72	72	\$46.42	\$31.47	Yes	R
151134	Yes	Web Developers	1.68	868	\$34.50	\$20.68	Yes	S
<p><i>Source: 2021-2022 Regional Demand Occupation List, Workforce Statistics, Florida Department of Economic Opportunity</i></p> <p>*R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.</p> <p>S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.</p>								

SOC Code	SOC Title	Employment				Total Job Openings
		2020	2028	Growth	Percent Growth	
113021	Computer and Information Systems Managers	219	241	22	10.0%	166
151121	Computer Systems Analysts	400	426	26	6.5%	265
151131	Computer Programmers	77	86	9	11.7%	54
151132	Software Developers, Applications	905	957	52	5.7%	576
151133	Software Developers, Systems Software	188	202	14	7.4%	124
151134	Web Developers	93	103	10	10.8%	69
151141	Database Administrators	135	151	16	11.9%	97
151142	Network and Computer Systems Administrators	380	409	29	7.6%	249
151143	Computer Network Architects	264	276	12	4.5%	163
151151	Computer User Support Specialists	795	877	82	10.3%	630
151152	Computer Network Support Specialists	296	312	16	5.4%	216

Source: 2020-2028 Projections, Employment Projections, Florida Department of Economic Opportunity.

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. As illustrated in the budget detail, all requested funding will be used for finishing construction and increasing program capacity, for which there is no other funding sources at this time.

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 10. Project/Program Costs	
Construction	\$39,735,407
Reconstruction	
Design & Engineering	
Land Acquisition	
Land Improvement	
Equipment	\$500,000
Supplies	\$1,771,900
Salaries	\$381,612
Other (specify)	
Fee Waivers	\$540,000
Marketing/Promotions	\$27,500
Program printed materials	\$17,500
Total Project Costs:	\$42,973,919

B. Other project funding sources

Table 11. Other Project Funding Sources	
City/County	
City of Pensacola	\$25,000
Santa Rosa County	\$100,000
Escambia County	\$250,000
Private Sources	N/A
Other (e.g., grants, etc.)	
State Appropriations	\$27,300,000
PSC Student Capital Improvement Fees	\$3,300,999
Total Other Funding	\$30,975,000

Total Amount Requested	\$11,998,919
-------------------------------	---------------------

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.

Table 12. Budget Narrative (Years 1 – 6)							
	Match	Triumph Grant Request					
		YR1	YR 2	YR 3	YR4	YR5	YR6
Personnel							
Faculty overloads/adjuncts (59 hr/44 wk/\$35) to increase capacity, review curriculum, integrate industry-recognized certification exams		\$90,860	\$90,860	\$96,860			
Fringe Benefits calculated at 40%, includes Social Security, FICA/Medicare, Retirement, Medical & Life Insurance		\$36,344	\$36,344	\$36,344			
Supplies (less than \$1000/item)							
Office supplies (such as printer ink cartridges, paper, folders, desk accessories)		\$2,500	\$1,500	\$1,500			
Dell 24 Monitor – P2422H (30*\$300)			\$9,000				
OptiPlex 3080 Micro (8*\$750)			\$6,000				
Furnishings (classrooms, labs, faculty offices, common spaces)			\$1,500,000				
OptiPlex 5490 AIO (144*\$1,350)			\$194,400				
Optiplex 7090 SFF (15*\$1,000)			\$15,000				
Smart Boards, such as Vibe Interactive White Board 55” (14*\$3,000)			\$42,000				
Equipment – all equipment purchases (over \$1000) State of Florida guidelines for quotes, bids, etc. will be followed.							
Equipment and installation of classroom A/V equipment		\$500,000					

Table 12. Budget Narrative (Years 1 – 6)							
	Match	Triumph Grant Request					
		YR1	YR 2	YR 3	YR4	YR5	YR6
Phase I construction expenses							
State Appropriation	\$12,000,000						
City of Pensacola	\$25,000						
Santa Rosa County	\$100,000						
Escambia County	\$250,000						
PSC Student Capital Improvement Fees	\$3,300,000						
Phase II construction expenses							
Installation of 14 classroom systems in the BAARS Technology Building			\$85,407				
Technology wiring, switches, etc.		\$175,000					
Building Construction	\$15,300,000	\$8,500,000					
Other							
Fee waivers		\$172,500	\$172,500	\$172,500			\$22,500
Marketing/Promotion		\$12,500	\$7,500	\$7,500			
Program printed material (such as brochures, postcards, feathers, pop-up banners, tablecloth for events)		\$7,500	\$5,000	\$5,000			
Total: \$42,973,919	\$30,975,000	\$9,497,204	\$2,165,511	\$313,704	\$0	\$0	\$22,500

Request from Triumph: \$11,998,919 **Cost to Triumph/Certification: \$2,839.98** **Percent Funded by Triumph: \$27.92%**

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

Campuses are located in Escambia and Santa Rosa counties. The current funding request to the Triumph Board will provide student usable space for up-to-date instruction in a variety of modalities. The training provided by PSC will enable students to earn industry-recognized certifications in Information Technology and Cybersecurity, resulting in living wage jobs with significant potential for growth in order to provide economic self-sufficiency for themselves and their families.

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.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills, as outlined in the Florida Department of Education 2021-22 Curriculum Frameworks, needed to prepare for further education and careers in the Information Technology and Cybersecurity industry clusters; 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 IT/Cybersecurity industry clusters.

Encourage industry certifications.

The training provided by PSC will enable students to earn a wide array of industry-recognized certifications in IT/Cybersecurity resulting in living wage jobs with significant potential for growth in order to provide economic self-sufficiency for themselves and their families.

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

Support letters from just a sample of employers with significant labor force needs in Information Technology and Cybersecurity in the next couple of years indicate the diversity of employers and employment opportunities from which program completers will benefit, and provide evidence that the workforce skills are not confined to a single employer. (Attachment B)

- 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. Therefore, this project addresses the needs of employers from several occupations within the Information Technology and Cybersecurity industry sectors as identified by CareerSource Escarosa (Region 1 Workforce Board), FloridaWest Economic Development Alliance, Inc., Enterprise Florida and the Florida Department of Economic Opportunity (DEO). Tables 3 and 4 provide quantitative evidence of current and future need.

Table 3. Jobs By Occupation, Workforce Development Area 1 (Escambia and Santa Rosa counties)

SOC Code	High Skill/High Wage	Occupational Title	Annual % Growth	Annual Openings	2019 Hourly Wage		Enterprise Florida, Inc. Targeted Industry	*Data Source
					Mean	Entry		
151131	Yes	Computer Network Architects	1.57	979	\$51.96	\$34.03	Yes	S
151199	Yes	Computer Occupations, All Other	1.49	1,118	\$37.67	\$17.86	Yes	S
151131	Yes	Computer Programmers	2.17	1,169	\$41.69	\$23.31	Yes	S
151121	Yes	Computer Systems Analysts	0.81	33	\$29.06	\$18.36	Yes	R
151151		Computer User Support Specialists	1.29	78	\$19.26	\$13.24	Yes	R
151141	Yes	Database Administrators	1.52	669	\$45.51	\$27.69	Yes	S
151122	Yes	Information Security Analysts	1.80	565	\$43.26	\$26.49	Yes	S
151142	Yes	Network and Computer Systems Administrators	0.95	32	\$32.39	\$21.57	Yes	R
151132	Yes	Software Developers, Applications	0.72	72	\$46.42	\$31.47	Yes	R
151134	Yes	Web Developers	1.68	868	\$34.50	\$20.68	Yes	S

Source: 2021-2022 Regional Demand Occupation List, Workforce Statistics, Florida Department of Economic Opportunity
 *R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.
 S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.

Table 4. Labor Market Projections: 2020 – 2028, Workforce Development Area 1 (Escambia and Santa Rosa counties)

SOC Code	SOC Title	Employment				Total Job Openings
		2020	2028	Growth	Percent Growth	
113021	Computer and Information Systems Managers	219	241	22	10.0%	166
151121	Computer Systems Analysts	400	426	26	6.5%	265
151131	Computer Programmers	77	86	9	11.7%	54
151132	Software Developers, Applications	905	957	52	5.7%	576
151133	Software Developers, Systems Software	188	202	14	7.4%	124
151134	Web Developers	93	103	10	10.8%	69

SOC Code	SOC Title	Employment				Total Job Openings
		2020	2028	Growth	Percent Growth	
151141	Database Administrators	135	151	16	11.9%	97
151142	Network and Computer Systems Administrators	380	409	29	7.6%	249
151143	Computer Network Architects	264	276	12	4.5%	163
151151	Computer User Support Specialists	795	877	82	10.3%	630
151152	Computer Network Support Specialists	296	312	16	5.4%	216

Source: 2020-2028 Projections, Employment Projections, Florida Department of Economic Opportunity.

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 proposed project program will supplement existing programs by providing an expanded facility with up-to-date technology in order to greatly increase capacity, in addition to providing program support for activities such as integrating industry-recognized certification exams into the curriculum of each course within each program, as appropriate. Grant funds will support the project during the first three years and final year of the six-year project, allowing for sustainability to begin 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:

- Predominantly classroom-based (face-to-face)
- Instruction may also be delivered asynchronous (online) or synchronous (Live-on-Line).

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

The table below contains projected enrollments with a modest increase. The completions are estimated at 40%. Often, students come to the College to learn specific knowledge and skills or earn industry-recognized credentials and do not complete a full degree.

Program	Enrollments								Completions						
	2020-2021	Project Year						Total	Project Year						Total
	Baseline	1	2	3	4	5	6		1	2	3	4	5	6	
Computer Information Technology (CIT-AS)	68	70	72	74	77	79	81	453	28	28	29	30	31	32	178
Computer Programming & Analysis (CPROG-AS)	56	58	59	61	63	65	67	373	23	23	24	25	26	26	147
Computer Programmer (COMP-CT)	16	16	17	17	18	19	19	106	6	6	6	7	7	7	39
Cyber Forensics (CYBFO-AS)	46	47	49	50	52	53	55	306	18	19	20	20	21	22	120
Cybersecurity (ITSEC-AS)	276	284	293	302	311	320	330	1,840	113	117	120	124	128	132	734
Cybersecurity, Information Security (CYSC-BAS)	165	170	175	180	186	191	197	1,099	68	70	72	74	76	78	438
Cybersecurity, Cyber Forensics (CYFO-BAS)	28	29	30	31	32	32	33	187	11	12	12	12	12	13	72
Projected Totals	655	674	695	715	739	759	782	4,364	267	275	283	292	301	310	1,728

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

The table below provides the projected length of time it will take a full-time student to complete; however, many PSC students are “non-traditional” and attend part-time while working and having other responsibilities. These Information Technology and Cybersecurity programs are not cohort-based so students may enroll at any time.

Program	Length	Start	End
Computer Information Technology (CIT-AS)	4 Terms (full-time) Total Credit Hours: 60	At beginning of any term	Varies
Computer Programming & Analysis (CPROG-AS)	4 Terms (full-time) Total Credit Hours: 60	At beginning of any term	Varies
Computer Programmer (COMP-CT)	2-3 Terms (full-time) Total Credit Hours: 33	At beginning of any term	Varies
Cyber Forensics (CYBFO-AS)	4 Terms (full-time) Total Credit Hours: 60	At beginning of any term	Varies
Cybersecurity (ITSEC-AS)	4 Terms (full-time) Total Credit Hours: 60	At beginning of any term	Varies
Cybersecurity, Information Security (CYSC-BAS)	8 Terms (full-time) Total Credit Hours: 120	At beginning of any term	Varies
Cybersecurity, Cyber Forensics (CYFO-BAS)	8 Terms (full-time) Total Credit Hours: 120	At beginning of any term	Varies

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)]

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 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. Students will be encouraged to fill out the FAFSA (Free Application for Federal Student Aid), with the assistance of staff from other College programs, such as the U.S. Department of Education TRIO Educational Opportunity Center.

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

Program completers will be eligible to receive, as appropriate for the program in which they are enrolled, the Associate in Science, Bachelor in Applied Science, or College Credit Certificate.

In addition, successful completion of the following courses will result in testing for industry-recognized certifications.

Table 14. Course/Certification Listing			
Course #	Course Title/Certification	Course #	Course Title/Certification
CCJ2940C	<i>Cyber Forensics Capstone</i> Certification: Mile2 Certified Digital Forensics Examiners, C)DFE	CET2614C	<i>Cisco CCNA Security</i> Certification: Cisco CCNA Security (IINS)
CGS1061C	<i>Introduction to Computers in Technology</i> Certification: IC3 Digital Literacy Global Standard 6 (GS6) and/or Microsoft Office Specialist (MOS)	CNT3421	<i>Securing the Cloud</i> Certification: CompTIA Cloud+ (CVO-002)
CTS1300C	<i>Administering Microsoft Windows Workstation</i> *Certification in development	CNT3411	<i>Security Operations</i> Certification: Cisco CyberOps (200-201)
CTS1390C	<i>Install & Configure Windows Server</i> *Certification in development	CIS4385	<i>Computer Forensics & Investigations</i> Certification: Mile2 Certified Digital Forensics Examiner, C)DFE
CNT2210C	<i>Enterprise Networking, Security & Administration</i> Certification: Cisco CCNA (200-301)	CIS3361	<i>Security Testing & Auditing</i> Certification: TestOut Ethical Hacker Pro and/or EC Council CEIH Exam

Course #	Course Title/Certification	Course #	Course Title/Certification
CTS2120C	<i>Security+</i> Certification: CompTIA Security+ (SYO-601)	CGS3812	<i>Business Continuity & Disaster Recovery</i> Certification: Mile2 Certified Disaster Recovery Engineer C)DRE
CTS2149	<i>Fundamentals of Project Management</i> Certification: CompTIA Project+ (PKO-004)	CIS4357	<i>Advanced Security Practitioner</i> Certification: CompTIA CASP (CAS-004)
ISM4314	<i>Project & Change Management</i> Certification: Project Management Institute's Certified Associate in Project Management, CAPM	CET1588	<i>Network+</i> Certification: CompTIA Network+ (N10-007)
CIS4596	<i>Cybersecurity Capstone</i> Certification: Mile2 Certified Information Systems Security Officer, C)ISSO	CTS2145C	<i>Cloud Essentials</i> Certification: CompTIA Cloud Essentials (CLO-002)
CET1178C CET1179C	<i>PC Hardware</i> <i>PC Operating Systems</i> Certification, after completion of both: CompTIA A+ (220-1001 and 220-1002)	CIS3122C	<i>Cybersecurity Analyst (first offered in Fall 2021)</i> Certification: CompTIA CySA+ (CSO-002)

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
Phase I	
State Appropriation	\$12,000,000
City of Pensacola	\$25,000
Santa Rosa County	\$100,000
Escambia County	\$250,000
PSC Student Capital Improvement Fees	\$3,300,000
Phase II	
State Appropriate	\$15,300,00
Total Match	\$30,975,000

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

List of Attachments:

Attachment A	Financial Statement (PSC)
Attachment B	Letters of Support
Attachment C	PSC Board of Trustees Policy 6Hx20-1.003
Attachment D	Construction Information

List of PSC Tables:

Table 1	Proposed Timeline
Table 2	Service Area Opportunity Zone Community Information by Census Tract
Table 3	Jobs by Occupation, Workforce Development Area 1 (Escambia and Santa Rosa counties)
Table 4	Labor Market Projections: 2020-2028, Workforce Development Area 1 (Escambia and Santa Rosa counties)
Table 5	Online Job Postings
Table 6	Projected Enrollments
Table 7	Projected Industry-Recognized Certifications Awarded
Table 8	Baseline Data for Deliverables
Table 9	Funding Request by Year
Table 10	Project/Program Costs
Table 11	Other Project Funding Sources
Table 12	Budget Narrative (Years 1-6)
Table 13	Projected Enrollments and Completions
Table 14	Course/Certification Listing