

TRIUMPH GULF COAST, INC. PRE-APPLICATION FORM

Triumph Gulf Coast, Inc. (“Triumph Gulf Coast”) has created a pre-application process to provide initial consideration of eligibility for potential ideas of projects or programs that may seek an award of funding. Applicants are required to participate in the pre-application process.

Notwithstanding the response from Triumph Gulf Coast on the pre-application form, an Applicant may still elect to submit an Application.

APPLICANT INFORMATION

Name of Individual/Entity/Organization: The School Board of Escambia County, FL (SBEC)

Proposal Title: Automotive Maintenance Academy

Amount of Triumph Funds Requested: \$617,000

Total Estimated Project Cost: \$1,052,000

Brief Description of Individual/Entity/Organization:

SBEC enrolls approximately 18,000 elementary, 8,000 middle, and 11,000 high school students in addition to over 500 postsecondary students at George Stone Technical College (GSTC). Over 70% of our middle and high school students are enrolled in a Career and Technical (CTE) program. GSTC provides career certificate programs in a wide range of content areas, targeting high-skill, high-wage and in-demand careers including Automotive Maintenance.

Contact Information

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Names of co-applicants, partners or other entities, organizations that will have a role in the proposed project or program: Business Advisory Council Members for Automotive Service, including representatives from United Rentals, Escambia County Utilities Authority, George Stone Technical College, Greater Pensacola Chamber of Commerce, Florida West EDA and CareerSource Escarosa.

REQUIRED EXECUTIVE SUMMARY

In a maximum of two (2) pages, please describe the proposed project or program and anticipated outcomes including (i) the amount of funds being sought from Triumph Gulf Coast; (ii) the amount and identity of other sources of funds for the proposed project or program; (iii) the location of the project or program; (iv) summary description of the proposed program, including how the program will be transformational and promote economic recovery, diversification, and enhancement of the disproportionately affected counties, and (v) a summary timeline for the proposed project or program.

IMPORTANT NOTICE

This pre-application process will **not** result in an award of funding by Triumph Gulf Coast. Rather, this process is designed to facilitate submission of ideas for potential projects or programs before the Applicant expends time and/or resources to complete a full Application. All Applicants for funding are required to complete an Application, which will be reviewed and then considered for award at the discretion of Triumph Gulf Coast Board.

EXECUTIVE SUMMARY: Automotive Maintenance Academy

Developing talent is a priority in economic development. It is incumbent upon school districts to work with business partners, economic development agencies, post-secondary education partners, and others to develop talent pipelines that lead to high-skill, high-wage, and in-demand careers within our home communities.

In Escambia County, our public-school system has always responded quickly to the skills needed by current and prospective employers. With over 50 high school career academies and George Stone Technical College, our educators work with business partners to prepare students for the workforce in high-skill, high-wage, and in-demand careers.

This proposal represents an initiative to expand the number of qualified applicants for careers in our local automotive maintenance careers. SBEC seeks to revive high school automotive maintenance training capacity at J.M. Tate High School by renovating the school's former automotive collision building, and implementing a state-of-the-art Automotive Service Excellence (ASE) focused career academy.

Amount of Funds Being Sought and Other Sources

Description	Triumph Amount Requested	Other Sources Committed
Furniture, Fixtures and Equipment	\$215,000	
Automotive Academy Instructor, Salary and Benefits (Years 2-3 Triumph, years 4-6 SBEC)	\$132,080	\$198,120
Professional Services	\$247,000	\$202,000
Supplies	\$10,000	\$35,000
Vouchers for ASE certifications (\$34 each)	\$13,000	
Total	\$617,080	\$435,120

Summary of Proposed Project

The need for skilled automotive maintenance technicians has increased post pandemic as many new entries into the workforce seek online and remote work. The automotive service industry has also seen a drain on institutional knowledge due to retirements of long-term employees. These factors coupled with the increased technical knowledge required to maintain today's automobiles have created critical shortages in talent for the automotive maintenance industry.

According to FloridaJobs.org, our region has 114 openings annually for automotive service technicians. While that places automotive service at the 12th rank in highest number of openings, it places it 1st in terms of skilled trades. The only job fields with higher demand are in the medical fields, truck drivers, and supervisors, etc.

With this grant, we hope to renovate the former Auto Body building at J.M. Tate High school. This program has been closed for decades, and the building has become a storage area. Much of the existing facility can be used with a bit of renovation and maintenance. For example, all of the garage doors are intact, and functional. We will need to remove the existing automotive lifts, and replace them with modern lifts. There will be some work needed to bring systems back to operational status such as the oil/water separator, the exhaust fume vacuum, etc. We will replace all of the lighting with high efficiency LED lighting. We will renovate the restrooms, classroom and office spaces. Finally, we will outfit the facility with the latest modern automotive maintenance tools.

At full implementation, the Automotive Maintenance Academy will serve approximately 150 students per year.

Students in grades 9-12 will be allowed to participate. Students in grades 11-12 will have opportunities for work-based learning through OJT and DCT programs. Students will also have the option of attending George Stone Technical College as a dual-enrolled student in our Automotive Service program. All high school students will be prepared to earn Florida CAPE certifications offered by ASE, to include ASE Entry-level - Auto: Automobile Service Technology and other certifications.

Summary Timeline

Year 1 – Renovate the building and surrounding area. This will include installation of new lifts, updated lighting, maintenance on garage doors, etc. All required systems will be brought to code. Parking pads will be built to house vehicles near the building. Classroom, teacher office, restrooms will all be renovated.

Year 2 – Hire the teacher and implement the program. Year 2 goal is for students to earn 50 industry certifications.

Years 3-6 – Program maturity reached. Students participate in work-based learning opportunities. Industry partners begin to hire our program graduates. Industry certification attainment is >75 per year.

Please Select the Proposal’s Eligibility Category(s)

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

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

- Ad valorem tax rate reduction within disproportionately affected counties;
- Local match requirements of s. 288.0655 for projects in the disproportionately affected counties;
- Public infrastructure projects for construction, expansion, or maintenance which are shown to enhance economic recovery, diversification, and enhancement of the disproportionately affected counties;
- Grants to local governments in the disproportionately affected counties to establish and maintain equipment and trained personnel for local action plans of response to respond to disasters, such as plans created for the Coastal Impacts Assistance Program;
- Grants to support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. Eligible programs include those that increase students’ technology skills and knowledge; encourage industry certifications; provide rigorous, alternative pathways for students to meet high school graduation requirements; strengthen career readiness initiatives; fund high-demand programs of emphasis at the bachelor’s and master’s level designated by the Board of Governors; and, similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission of Education, encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties;

- Grants to support programs that provide participants in the disproportionately affected counties with transferable, sustainable workforce skills that are not confined to a single employer; and
- Grants to the tourism entity created under s. 288.1226 for the purpose of advertising and promoting tourism and Fresh From Florida, and grants to promote workforce and infrastructure, on behalf of all of the disproportionately affected counties.

Please Select the Priorities this Proposal's Outcomes will Achieve

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

- Generate maximum estimated economic benefits, based on tools and models not generally employed by economic input-output analyses, including cost-benefit, return-on-investment, or dynamic scoring techniques to determine how the long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.
- Increase household income in the disproportionately affected counties above national average household income.
- Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.
- Partner with local governments to provide funds, infrastructure, land, or other assistance for the project.
- Benefit the environment, in addition to the economy.
- Provide outcome measures.
- Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.
- Are recommended by the board of county commissioners of the county in which the project or program will be located.
- Partner with convention and visitor bureaus, tourist development councils, or chambers of commerce located within the disproportionately affected counties.