



Beulah SMART Academy Project

October 18, 2016

The Request

In 2015 Reverend Willie Farrow of Beulah First Baptist Church, 109 McGriff Street, Fort Walton Beach, FL 32549 made contact with the Institute for Senior Professionals (ISP) seeking assistance in establishing an educational program. The assistance sought was to help establish an academy on church property to improve academic success and provide job skills training for meaningful careers for at-risk youth in grades K-12. Some time ago the church incorporated the McGriff Community Development and Services Corporation. Its Vision is to provide quality services and opportunities for individuals and families to achieve self-sufficiency. Its Mission is to provide essential services that strengthen the family unit. The education program being established by the corporation has these specific goals:

- Increase the number of at-risk students graduating from high school
- Improve the academic performance of at-risk students in science, math, reading, and technology
- Facilitate college admission and enrollment in education programs
- Advance graduation rate through technical education and STEM Schools
- Promote Educational Certification Programs

The educational program is to be called the Beulah SMART (Science, Mathematics, Arts, Reading, and Technology) Academy. The Academy will be operated as a 21st Century Community Learning Center operating after school when in session, and in the summer. It is hoped the program will receive funding from the US Department of Labor (DOL) Youth Build program and the new Florida Career and Professional Education (CAPE) programs. The DOL Youth Build program involves training in skills needed for construction. This is key to the assistance needed for the Beulah SMART Academy.

These are the elements of the specific request delivered to ISP on May 9, 2016:

- An inventory of appropriate construction trade skills and the industry certifications needed for building renovations and construction envisioned in the Academy plan.
- Identification of construction skills training opportunities operating in Okaloosa and Walton Counties that provide the needed training.
- An exploration of the possibility additional job skill training that fulfills Youth Build standards might be available in Okaloosa and Walton Counties.
- Explore funding opportunities.

The request was approved by the ISP Directors in their regular May 17, 2016 meeting. Team members participating in the project are Michael Flynt (Leader), Mack Gay, Charla Cotton, Bill Landsberg, Rudy Wright, and Richard Kunkel.

TABLE OF CONTENTS

	Page
<i>The Request</i>	1
<i>Table of Contents</i>	3
<i>Executive Summary</i>	4
<i>Inventories of Construction Skills Demand and Certifications Opportunities.</i>	5
<i>Construction Skill Training Opportunities and Shortfalls in the Northwest Florida State College (NWFSC) Service District (Okaloosa and Walton Counties).</i>	10
<i>Funding Opportunities for the Beulah SMART Academy.</i>	15
<i>Inventory of Job Skills in Demand in Other Than Construction.</i>	22
<i>ISP Team Observations and Recommendations.</i>	28
<i>Attachments.</i>	
Attachment 1: Contracting Licenses in Florida	29
Attachment 2: Organizations Certifying Construction Skills	32
Attachment 3: Future Builders of America	37

Plan of Action

The Team organized into four elements, each one addressing one of the four elements in the request.

- Inventories of Construction Skill Demand and Certification opportunities. Mike Flynt.
- Construction Skill Training Opportunities and Shortfalls in the Northwest Florida State College (NWFSC) Service District (Okaloosa and Walton Counties). Charla Cotton and Bill Landsberg.
- Funding Opportunities for the Beulah SMART Academy. Rudy Wright.
- Inventory of Job Skills in Demand in Other than Construction. Mack Gay

Executive Summary

This Institute for Senior Professionals (ISP) report responds to a request from the McGriff Community Development and Services Corporation to support establishment of the Beulah SMART Academy at Beulah First Baptist Church in Fort Walton Beach. The Academy project envisions young people from the church and neighborhood getting trained in construction skills then finding good paying jobs in the expanding construction market. To that end the request was for inventories of jobs, skill certifications, training opportunities, funding sources and alternative skills opportunities.

Skills. The report details the unmet construction labor needs locally and in Florida and it identifies certification opportunities. Skill certification makes an individual more employable and often gains a higher wage than for uncertified workers. A table in the report lists construction skills and the certification organization for each. One skill set is not listed in the table. Soft skills such as dependability, ability to communicate effectively, ability to make good decisions and being a team player are sought by every employer.

Training. The report provides an extensive table detailing the sources of skills training in the Okaloosa and Walton County area. The table identifies the training and eligible students for Okaloosa Technical College, Crestview High Schools CHOICE Program, Northwest Florida State College and Emerald Coast Technical College. It provides background on student eligibility and costs. The Training section also discusses the benefits of establishing a Future Builders of America (FBA) chapter to help students understand the construction industry and acquire skills to be successful. Finally, the possibility of establishing a local apprenticeship program strongly supported by local construction companies is explored.

Funding. The Funding section identifies promising Federal, State and Local sources of funding for construction skills training. Each potential source is described, their intent is identified with the method of accessing the funding. Federal funding includes the YouthBuild Program, and Susan Harwood Safety and Health Training Grants. Sources in Florida include 21st Century Community Learning Center Grants, Florida Tax Credit Scholarships, and ApprenticeshipUSA State Expansion Grants.

Skills Other Than Construction. A listing of occupations offering good paying work is included for any students who might prefer a career outside of construction skills. The best paying jobs characterized as Tier II are identified in four charts covering Construction and Extraction, Installation, Computers and Mathematical, Maintenance and Repair, and Healthcare Practitioners and Technical.

THE REPORT

Needs and Certifications Inventory

Introduction. The Needs and Certifications portion of this report offers a brief description of how the licensed construction industry is organized and what skills are most needed. It then describes the industry recognized job skills and the sources of skill certifications. Those certifications are key to job offers and quick advancement in the construction trades.

Construction Industry Organization. In Florida the term "**contractor**" means the person who is qualified for, and shall be responsible for the project contracted for and it means the person who, for compensation, undertakes to, submits a bid to, or does himself or herself or by others construct, repair, alter, remodel, add to, demolish, subtract from, or improve any building or structure, including related improvements to real estate.

Contractors may hire construction workers for their jobs, but generally they hire the services of "sub-contractors". Certain trades require sub-contractors to be licensed by the state or county. The "Subs" have experience and skill needed to complete a construction project. It is the sub-contractor who most often hires skilled workers to perform the part of a project where their experience and skill are needed. The workers hired need to have specific skills. The skill level of workers determines the pay contractors are willing to pay. Job skill certifications are documents that demonstrate to employers that the holder has a certain level of expertise. Job skill certifications lead to better pay and advancement. A description of contractor licenses granted by the state of Florida is included in this report as Attachment A. Each description includes information on areas of expertise included in the contractor's license.

Near-term Demand for Skilled Construction Workers. Throughout the construction industry in Florida there has been about a 5.9% job growth from June 2015 to June 2016 according to U.S. Department of Labor, Bureau of Labor Statistics released on July 22, 2016¹. It is entirely possible that job growth would be greater if the labor pool were larger. Every contractor in the greater Fort Walton Beach – Crestview area contacted in this study reported a general lack of skilled employees. One electrical contractor stated there is sufficient business available for him to double the number of crews employed if qualified workers could be found. Certified construction workers are

¹ Nonagricultural Employment in Florida, released July 22, 2016. Source: U.S. Department of Labor, Bureau of Labor Statistics, Current Employment Statistics Program. Prepared by Florida Department of Economic Opportunity, Bureau of Labor Market Statistics.
Beulah SMART Academy Project – 09OCT16

in demand during the current heating up of our local economy with its numerous construction projects, residential and commercial. The need for new workers is widespread across Florida and the nation. News articles in Florida report a deficit of 3,000 workers in Manatee and Sarasota Counties². In August 2016 the CareerSource listings there advertised about 400 construction jobs. That is significant because most construction trade hiring is done by word of mouth. In The Tampa Bay area a trade show in February urged high school students to enter construction trades³. The report cited excellent earnings of around \$25 per hour can be realized after a few years

Long-Term Demand for Construction Workers. A data report by the Center for Construction Research and Training projects that the expected 10 year change in construction employment (2012-2022) will be 28.8 percent for all trades.⁴ Some trades are much more. Brickmason, Insulation, Carpenter, Laborer, and Cement Mason trades all are projected to increase by more than 30 percent. The same report projects a 48.2 percent increase in residential construction over the same period. The short- and long-term projections for construction activity and employment demonstrate that an individual entering the construction trades can expect steady work with excellent prospects for good earnings.

Soft Skills. Every contractor and sub-contractor also noted that the soft skills and actually showing up for work when expected are essential. Employers also look for a high school diploma or a GED before hiring a worker. The National Network of Business and Industry Associations on its website notes that a recent CareerBuilder survey found that “72 percent of employers considered the “soft skills” just as, if not more, important than job-specific ones”. The National Network describes a Common Employability Skills (CES) framework of four competencies⁵. They are (1) personal skills, (2) people skills, (3) applied knowledge, and (4) workplace skills. The National Network describes each skill this way. Personal Skills include the employee as being a striver and role model. People Skills recognize the employee as a team player. Applied Knowledge means the employee can logically analyze information in order to make an informed conclusion. Workplace Skills show the employee is a problem solver and a decision maker. The fact that the Beulah SMART Academy plan includes training in the soft skills is a key factor in the ultimate success of the Academy and the students who finish the curriculum.

² Desperate Need for Construction Workers in Sarasota, Bradenton. Jake Peterson, Aug. 19, 2016, Copyright 2016 Scripps Media, Inc.

³ High School Students Could Fill Construction Worker Shortage. Christie Post, Feb. 2, 2016. Copyright 2016 Scripps Media Inc.

⁴ www.cpwr.com, Data Report, Employment Trends and Projections in Construction, First Quarter 2015.

⁵ www.nationalnetwork.org, Common Employability Skills: Tools to Support Career Success from Day One.

Construction Trade Skills and Certification Sources. CareerSource Florida has compiled a listing of basic construction skills. A table showing the skills and certifications applicable to them is included here.

**Career Source Construction Skills Certification Survey
2016-2017 CareerSource Florida Recommendations**

Industry Certifications Recommended by the CareerSource Florida Board on February 3, 2016.

DOE Code	Certification/Credential Title	Issuing Organization/Provider⁶
AWELD001	Certified Welder	American Welding Society
HVACE001, 002, 011	HVAC Excellence Employment Ready - Heat Pump, Air Conditioning, Electrical	HVAC Excellence
NATEX001, 002, 003	Air Conditioning Service Technician, Installation Specialization, Air-to-Air Heat Pump Installation Technician	North American Technical Excellence
NCCER005, 032, 033, 034	NCCER Carpentry - Levels 1, 2, 3, 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER008	NCCER Construction Technology (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER010, 038, 039, 040	NCCER Electrical - Levels 1, 2, 3, 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER013, 041	NCCER Electronic Systems Technician - Levels 1, 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER018, 081, 082, 083	NCCER HVAC - Levels 1, 2, 3, 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER025, 044, 045	NCCER Masonry - Levels 1, 2, 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER026, 069, 070, 071	NCCER Plumbing - Levels 1, 2, 3, 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER036	NCCER Concrete Finishing - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER046, 047, 048	NCCER Painting - Levels 1, 2, 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER061, 062	NCCER Welding - Levels 1, 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER084, 085, 086	NCCER Industrial Maintenance Mechanic – Levels 1, 2, 3, (Secondary)	National Center for Construction Education & Research (NCCER)
SOCTE004	Broadband Premises Installer (BPI)	Society of Cable Telecommunications Engineers

⁶ Descriptions of Issuing Organizations are in Attachment 2.
Beulah SMART Academy Project – 09OCT16

Certification Organizations Background information on the certification organizations/providers is in Attachment 2. These are the recognized standards in the construction industry. Typically earning a certificate involves a standard classroom curriculum and a minimum number of hours of on the job experience.

Construction Trade Wages. Wages paid to construction workers varies throughout the United States. And while the need for workers is large and growing there are regional differences in wages paid. CareerSource Florida has compiled the information below to help understand potential earnings in the construction trades. The amounts are averages of what an experienced worker and an entry level worker may make. An entry level worker with a recognized skill certificate can expect to earn more than someone without a certificate. Note that certain trades are designated HSHW (High Skill, High Wage). They demonstrate the fact that a career in construction can lead to significant earnings for those who persevere.

Construction Trade Wage Summary

SOC Code		Occupation Title	2015 Hourly Mean	2015 Hourly Entry
472021		Brickmasons and Blockmasons	16.83	13.10
472031		Carpenters	17.40	11.97
472051		Cement Masons and Concrete Finishers	15.07	11.18
472073		Operating Engineers/Construction Equipment Operators	17.84	12.84
472081		Drywall and Ceiling Tile Installers	12.44	8.25
472111	HSHW	Electricians	27.10	17.57
472121		Glaziers	27.00	19.78
472141		Painters, Construction and Maintenance	15.55	12.21
472151		Pipelayers	17.40	12.83
472152		Plumbers, Pipefitters, and Steamfitters	17.40	11.74
472181		Roofers	16.50	12.23
472211		Sheet Metal Workers	17.37	12.13
472221		Structural Iron and Steel Workers	19.53	12.38
474011	HSHW	Construction and Building Inspectors	27.78	19.00
514121		Welders, Cutters, Solderers, and Brazers	18.40	12.56
119021	HSHW	Construction Managers	37.54	28.53

SOC: Standard Occupational Classification codes.

HSHW: High Skill/High Wage occupation. Mean Wage of \$21.54/hr and Entry Wage of \$13.75.

Source of Information: 2016-2017 Regional Demand Occupations List, Workforce Development Area 2 – Okaloosa and Walton Counties

Skill Certification Process. Organizations issuing construction job skill certifications are shown in the table above. In every case applications to the organization are necessary to be considered for certification. Instructors in Okaloosa Technical College and Emerald Coast College are qualified to instruct in construction skills provided by their institutions. They are also qualified by the issuing organizations to attest to the classroom time and demonstrated skill level of students. When the required prerequisite classroom time and skill levels are achieved, the student may make application for certificate. In several cases the written test is administered and proctored by the technical college instructor. When the test is completed successfully and the required skill level is demonstrated the certificate is awarded.

Journeyman Licenses in Okaloosa County. Journeymen are skilled workers with extensive experience. Journeyman status commands greater pay than ordinary workers who may or may not have an industry certificate. Okaloosa County Growth Management issues Journeyman licenses for plumbing, electrical, and air conditioning. They employ a test instrument from Prometric Inc. a Delaware corporation. No experience affidavits are required because this is not a county required test. Journeyman status is often a step on the way to taking the DBPR test to become one of the contractors listed above.

OSHA 10-hour Training Course. The Occupational Safety and Health Administration (OSHA) recommends orientation training for workers covered by OSHA 29 CFR 1926. Training by private providers generally consists of eleven modules and an examination. Modules include general safety and health, health hazards including hazardous materials, electrical safety, fall protection, personal protective equipment, hand and power tools, scaffolds, and stairways and ladders. Okaloosa Technical College and Emerald Coast Technical College offer the OSHA 10-hour course. Having the OSHA 10-Hour Card demonstrates to potential employers a sound entry-level knowledge of job site safety practices and is a positive factor in the hiring decision.

Construction Job Skill Training Opportunities

CONSTRUCTION TRADES PROGRAMS-- OKALOOSA AND WALTON COUNTIES

Formal opportunities exist through public education in Okaloosa and Walton Counties for training in construction industry skills. Within those programs options exist for high school students and for adults who have received a high school diploma or have a General Education Degree (GED), or who qualify through an adequate score on the TABE (Test of Adult Basic Education). Students who are currently eligible high school students may enroll without tuition costs as a dual enrollment student. Adult students are required to pay tuition costs and certain other fees. Financial aid is available to adult students in the form of VA benefits, federal loans through FAFSA, employer benefits, etc.

Institution (I)	Type (T)	Career Programs Offered (CP)	Eligibility(E)	Funding Source (F)
Okaloosa Technical College	Graduation curriculum assistance, job skills, certifications available	Construction Technology Electrical Technology* Solar Technology* HVAC* Welding Technology	<ul style="list-style-type: none"> 9th Grade through Adult Clear Discipline Record Recommended by Zoned School Guidance Counselor 2.0 GPA 	<ul style="list-style-type: none"> Tuition Perkins Grant CAPE Okaloosa District FTE Sales of Products or Services
Okaloosa Technical College Choice "Fast Track" Program	Graduation curriculum assistance	Current students earn credits through the "Edgenuity" online program by demonstrating accomplishment of standards to earn course credits enabling students to return to their zoned school and join peers of their age group and grade.	<ul style="list-style-type: none"> Current students in Okaloosa County who are behind in high school credits according to their age group. 	<ul style="list-style-type: none"> Okaloosa District FTE Funding
Okaloosa Technical College "Twilight"	Graduation curriculum assistance, high school	An alternative education program for students who have dropped out	<ul style="list-style-type: none"> High school age students who have left school and need credits to meet 	<ul style="list-style-type: none"> Okaloosa District FTE Funding (Dropout

Program	diploma awarded upon completion.	of school to earn credits to earn a high school diploma.	requirements for a high school diploma. <ul style="list-style-type: none"> • Must attend at least 7 out of 12 classes. 	prevention funds?)
Crestview High School Choice Program	Job skills, technical training, certifications available	Electrical Technology Welding Technology	<ul style="list-style-type: none"> • Crestview High School students may take career tech courses as electives to complete high school diploma. 	<ul style="list-style-type: none"> • Okaloosa District FTE Funding
Northwest Florida State College (Dual Enrollment)	Plentiful offering of vocational, fine & performing arts, phys ed, practical arts, in addition to basic academic curriculum.	Welding Dental Assistance, Law Enforcement, Firefighter/EMT	<ul style="list-style-type: none"> • Dual enrollment program for high school students in good standing 	School district, college No cost to student
Northwest Florida State College- Post Secondary Adult Vocational Program (PSAV)	Job skills, credentialing	Welding, dental assistance, law enforcement, firefighter/EMT	<ul style="list-style-type: none"> • Students over the age of 18 • High school diploma may or may not be required 	Student tuition
Northwest Florida State College-Co-op Program (not yet in place)*	Job skills, credentialing *Business partners provide facilities for training.	Crestview airport industrial park for auto, diesel, airframe & power plant mechanics, HVAC (Paul Hsu facility). Niceville campus BIA for building trades. Niceville campus- Okaloosa Gas District regional training facility for gas line service installation & maintenance skills.	<ul style="list-style-type: none"> • Student over the age of 18. 	Student tuition
Emerald Coast Technical College	Job skills, credentialing	Building Construction Technology Electricity	<ul style="list-style-type: none"> • Adults • Meet post-secondary readiness scores on TABE.** 	Student tuition for adults; Walton District FTE for dual enrolled students

((Walton County -- DeFuniak Springs Campus)		HVAC	<ul style="list-style-type: none"> • High school students who are 16 years old and meet eligibility standards for dual enrollment. • Unweighted GPA 2.5 or above. • Parent and school counselor permission. • Agree to pursue approved industry certification. • Free of disciplinary action prior to and during enrollment. 	
Job Placement & Soft Skills Training				
Northwest Florida State College & Job Placement Center	Job placement, Job qualification and retention skills, soft skills	Available in conjunction with employer	Voluntary enrollment	No cost to student
Career Source Non-profit US Dept of Labor grant contractor to Florida Department of Economic Opportunity	Job search and soft skills information, resources, training and services	NA	Youth ages 16-21 who are out of school (graduated but at risk*** or dropped out) and adults grant-funded under the federal Workforce Investment and Opportunity Act of 2014	No cost to student, federal funding
On-the-job Training, Internships (TBD)	Job skills, job experience	May be available with qualified employers	Eligibility varies depending upon preliminary job and soft skills of student	No cost to student.

*Available to adult students only

**Exemptions may apply

***Statutory grant at risk criteria entail “barriers to employment” like youthful offender history, in foster care, eligible for food stamps or cash assistance, etc.

Note: Walton County—Although “construction trades” is listed as a program, no carpentry courses are currently offered in this year’s schedule.

Apprentice or Internship Training. The ISP Team met with Mr. Alan Baggett, Executive Director of the Building Industry Association Okaloosa/Walton (BIAOW) to discuss opportunities for apprentice or internship training for Beulah Academy students. The context for the issue included assumption Okaloosa Technical College (OTC) could provide training and that apprenticeships could provide an entry into the construction trades. The context also included the serious need for new workers in the aging pool in construction in Florida and the nation. These specific points were discussed:

- Construction workers and building officials in particular are retiring without replacements according to the Building Officials Association of Florida (BOAF).
- There is a negative perception among parents of adolescents of construction labor versus getting a university education.
- Construction work is hard and is done under dangerous conditions.
- New technical skills are needed for modern construction (high tech building components and tight government regulations). Those skills will require specific training.
- Construction work is subject to “boom” and “bust” economic conditions imposing a degree of uncertainty when considering a career in construction.
- “Soft skills” training is needed for workers to be of use to construction employers. Builders have told us that many of the young people they hire lack soft skills and are soon dismissed or quit. Builders have told ISP team members that they can train anyone to do construction if they have the necessary soft skills.

Benefits of apprenticeship programs. The team concluded that contractors get better work from trained workers. And workers with apprenticeship experience and a credential are most likely to be hired. The team shared these points:

- We know of no formal apprenticeship programs in our area at this time.
- Builders who we have talked with are eager to participate in training programs where they could provide mentoring to those students with good soft skills.
- The builders interested in such a program include: Lord & Son, Thomco Construction, Randy Wise Homes, Curtis Construction, and others in Walton County.
- The possibility of working as volunteers for Habitat for Humanity and Homes for Heroes could offer the opportunity to demonstrate the ability to work construction and the soft skills needed for success.

Future Builders of America. Mr. Baggett suggested consideration of a program aimed at educating and motivating high school age students to enter construction trades. It is called Future Builders of America (FBA). It is similar in concept to Future Farmers of America. Chapters are sponsored by individual high schools and until recently there was a chapter at Emerald Coast Technical College (ECTC). FBA is supported by and the National Federation of Homebuilders and was developed with the help of the Florida Home Builders Association an FBA chapter in support of the Beulah Academy was

discussed. An advisory council to guide an FBA Chapter was suggested. It would include members of the building trades and a member appointed by the McGriff Corporation. The Advisory Council would oversee the operations of apprentices and internships. Establishment of an FBA Chapter will require support of the Okaloosa County School District Director Mary Beth Jackson. The relationship between students in the Beulah Academy and their high school and an FBA Chapter would need to be worked out. Nonetheless, the concept has promise for encouraging Academy students to enter the construction trades.

Funding Opportunities for Job Skill Training: Beulah Funding Opportunities

The proposed funding opportunities balance project-based academic learning and occupational skills training to prepare disadvantaged youth for career placement.

Federal

YouthBuild USA

YouthBuild is a community-based alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn their high school diploma or equivalency degree, learn to be community leaders, and prepare for college and other postsecondary training opportunities.

Under the U.S. Department of Labor (DOL), Employment and Training Administration, DOL awards grants through a competitive process to organizations to oversee the provision of education, occupational skills training, and employment services to disadvantaged youth while performing meaningful participation in community and civic engagement.

There are two ways that a local non-profit or public entity can obtain the right to use the YouthBuild name. It can win a competitive YouthBuild grant directly from DOL; or it can be licensed by YouthBuild USA as a YouthBuild program through the YouthBuild USA Affiliated Network.

With 80 projects awarded across the country during the Fiscal Year 2016 grant period of performance, DOL is serving approximately 5,250 participants. Individual grants range from \$700,000 to \$1.1 million and require an exact 25 percent match from applicants, using sources other than federal funding. The grant period of performance for the grants is 40 months. This includes:

- A planning period of up to four months (if required);
- Two years of active program services (education, occupational skills training, and youth leadership development activities) for one or more cohorts of youth; and
- An additional twelve months of follow-up support services and tracking of participant outcomes for each cohort of youth.

All local non-profit and public entities are eligible to apply to DOL and/or to apply for affiliation with YouthBuild USA. DOL, not YouthBuild, selects its grantees based on past performance, community need, and the quality of the proposal.

Through the Workforce Innovation and Opportunity Act (WIOA) of 2014, YouthBuild programs are required to adhere to the requirements of partnering with One-Stop Career Centers. The intent of partnering with One Stop Centers is to provide opportunity for YouthBuild grantees to increase the number of eligible applicants, have greater access to local employers, and develop the ability to directly access information regarding changes to local workforce needs.

YouthBuild programs licensed by YouthBuild USA that do not win one of the limited competitive grants from the DOL are required to raise all their funds from other public and private sources. DOL cautions that it receives many more qualified applications than it can fund and notes that some go dormant or close for lack of funds when they do not receive a DOL grant.

For additional information on the YouthBuild program and a complete list of DOL YouthBuild grantees, refer to: www.doleta.gov/youth_services/YouthBuild.cfm

YouthBuild USA Affiliated Network

The YouthBuild USA Affiliated Network was created at the initiative of local YouthBuild directors to help ensure the integrity of the YouthBuild program model, provide a support and learning network for YouthBuild program staff, and to strengthen the YouthBuild movement in its support and advocacy for low-income youth.

The Affiliated Network is made up of over 195 YouthBuild programs that have committed to uphold the YouthBuild philosophy and standards, submit outcome data, and participate in the Affiliated Network as the core of the YouthBuild movement.

The operation of the Affiliated Network as a democratically-run organization, including the National Directors Council; the National Alumni Council; the Young Leaders Council; and the Voices postsecondary education advisory council.

Susan Harwood Safety and Health Training Grants

The U.S. Department of Labor, Occupational Safety and Health Administration, awards grants to nonprofit organizations on a competitive basis through its Susan Harwood Training Grant Program. Grants are awarded to provide training and education programs for employers and workers on the recognition, avoidance, and prevention of safety and health hazards in their workplaces and to inform workers of their rights and employers of their responsibilities under the Occupational Safety and Health (OSH) Act.

Target audiences include underserved, low-literacy, and workers in high-hazard industries.

The Training Grant Program awards grants to nonprofit organizations on a competitive basis. Awards are issued annually based on Congressional appropriation. Fiscal year 2016 awards distributed amounted to \$4.6M.

This funding opportunity includes two separate and distinct announcements: Targeted Topic Training Grants and Capacity Building Training Grants.

Targeted Topic Training Grants support the development of quality training programs and educational materials that focus on identifying and preventing workplace hazards. These grants require applicants to address the occupational safety and health hazards designated by OSHA in the announcement.

Available Capacity Building Grants are further subdivided into Capacity Building Pilot and Capacity Building Developmental Grants. Pilot grants assist organizations in assessing their needs and formulating a capacity-building plan before moving forward with a full-scale safety and health education program. Developmental grants focus on improving and expanding the capacity of an organization to provide safety and health training, education, and related assistance to target audiences.

Funding opportunity announcements are available at <http://www.grants.gov/>, where new applicants must register prior to completing respective applications. Organizations new to the System for Award Management will need to receive a Commercial and Government Entity code.

State

Title IV – 21st Century Community Learning Centers Grant (ASPIRE)

After School Program in Reaching Excellence – 21st Century Community Learning Centers Grants.

The 21st Century Community Learning Centers (21st CCLC) initiative is a key component of the No Child Left Behind Act. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001. Specific purposes of the federal law are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state

and local student academic achievement standards in core academic subjects, such as reading and mathematics.

- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs, that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

For more information visit <http://www.fldoe.org/schools/family-community/activities-programs/21st-century-community-learning-center>.

Florida Tax Credit Scholarships

The Florida Tax Credit Scholarship Program (FTC) was established in 2001 to provide an income tax credit for corporations that contribute money to nonprofit Scholarship-Funding Organizations (SFOs) that award scholarships to students from families with limited financial resources. The purpose of the tax credit is to:

- Encourage private, voluntary contributions to nonprofit SFOs;
- Expand education opportunities for children from families that have limited financial resources;
- Enable children to achieve a greater level of excellence in their education.

Any non-profit charitable organization, state university, or eligible independent college or university* may apply to be an SFO by filing a registration notice with the Florida Department of Education.

The Department of Revenue (DOR), The Division of Alcoholic Beverages and Tobacco (DABT) of the Department of Business and Professional Regulation, and the Department of Education (DOE) cooperatively administer the Florida Tax Credit Scholarship Program.

The DOE is responsible for adopting rules necessary to determine the eligibility of SFOs and identifying students eligible to participate in the program. The DOE is also responsible for submitting annually, by March 15, a list of eligible SFOs to the DOR and the DABT.

The tax credit cap for the 2016 is \$559,082,031. The tax credit cap amount will increase to \$698,852,539 for the 2017-2018 state fiscal year.

For parents, a student is eligible for a scholarship from a nonprofit scholarship funding organization through this program if the student qualifies for free or reduced-price school lunches under the National School Lunch Act or is on the direct certification list; or if the student is currently placed, or during the previous state fiscal year was placed, in foster care. The scholarship amount for the 2016-17 school year is \$5,886, which may be used toward tuition and fees at a participating private school.

The application forms for the 2017-18 school year can be found at the link:
<http://www.fldoe.org/schools/school-choice/k-12-scholarships-programs/ftc/>

In addition, Step Up For Students is a state-approved nonprofit scholarship funding organization that helps administer the Florida Tax Credit Scholarship as well as the Gardiner Scholarship (PLSA) for children with certain special needs allowing qualified children to use the funding for approved options like private school tuition, occupational therapies, technology-based learning tools and more.

Step Up For Students also provides services through its Office of Student Learning, a team of experienced education professionals who work with school administrators, teachers and parents to bolster learning and professional development.

Specific questions about eligibility requirements can be directed to Stephanie Walker at enrollment@sufs.org or (904) 416-0653 or refer to the link:
<https://www.stepupforstudents.org/>.

ApprenticeshipUSA State Expansion Grant

Unlike an internship—in which the intern works for little or no money and rarely receives formal training—an apprenticeship follows an earn-while-you-learn model and leads to a nationally recognized credential.

The U.S. Department of Labor, Employment and Training Administration, announced \$50.5M to fund ApprenticeshipUSA State Expansion Grants for FY16. DOL awarded grants to 33 states from \$700,000 to \$3.3M for planning activities over 18 months.

As the lead state agency, the Florida Department of Education distributes received federal funds to increase apprenticeship opportunities to support employer demand and increase opportunities for underrepresented populations through equity and diversification.

Apprentices who complete registered apprenticeship programs are to be accepted by the industry as journey workers and the certifications earned through registered apprenticeship programs are recognized nationwide.

The apprenticeship training representative for Okaloosa County, Region 1:

Patrick Wright, ATR
325 W. Gaines Street, Room 754
Tallahassee, Florida 32399-0400
Telephone: (850) 245-9006

Local

Destin Charity Wine Auction Foundation

Founded in 2005, Destin Charity Wine Auction Foundation (DCWAF) has donated more than \$13 Million to Northwest Florida charities through hosting world class wine and culinary events. DCWAF has been recognized as one of the Nation's 'Top 10 Charity Wine Auction in the U.S.' by *Wine Spectator Magazine* for the last four consecutive years.

In 2016, DCWAF donated \$2.66M to 14 local organizations. Both in selecting organizations and ultimately defining donation amounts, DCWAF has a strong desire to partner with organizations that help children in need living in our community, as well as contributing to specific programs or projects where the benefits for children can be clearly demonstrated.

Only Not-For-Profit Organizations under section 501(c)(3) of the Internal Revenue Code (providing a copy of the IRS determination letter confirming federal tax-exempt status), that fit Destin Charity Wine Auction Foundation's mission, benefiting children in need, are eligible for review.

Interested organizations to become a charity partner (grant recipient) are asked to reach out to DCWAF after May 1st of each year for the application at info@dcwaf.org.

United Way of Okaloosa and Walton Counties

United Way dollars help member agencies provide a wide variety of programs – affordable childcare for working parents, recreational and character-building programs for youth, emergency assistance and shelter for homeless families, counseling for families in crisis, substance abuse treatment and prevention, training for individuals who have mental or physical disabilities, care for seniors.

An agency must be a tax-exempt, nonprofit health and human service organization that can demonstrate it is providing an essential service to the county area. It must also be governed by an elected, volunteer managing board and guided by a trained, professional staff. Additionally, it must have an annual, independent financial audit. Agencies are also asked to limit their fundraising activities so they don't conflict with the annual United Way effort.

United Way of Okaloosa and Walton Counties raises money for the Community Care Fund. This fund is then directed to the most critical needs in Okaloosa and Walton County. This is then reviewed on an annual basis. The three impact areas currently being focused on are:

- Children and Education
- Health and Prevention
- Financial Stability and Disaster Preparedness

Application inquiries: admin@united-way.org or (850) 243-0315

Job Skill Training Other Than Construction

Inventory of Job Skills in Demand in All Occupational Classifications

Occupations Other than Construction. The possibility exists that some students in the Beulah SMART Academy might prefer finding an occupation outside of construction. A major objective of the Academy is to find occupations that pay well for students. This section explores federal statistics to identify occupations in construction and other areas that hold the most promise for a secure career.

U. S. Bureau of Labor Statistics. Each year employment data gathered by the State's Regional CareerSource Florida agencies are analyzed by the BOL to produce The Regional Demand Occupations List. This provides a projection of the job opportunities picture within each region. Each occupation is placed within one of the 23 Standard Occupational Classifications (SOC) Major Groups shown below:

<u>SOC Code</u>	<u>Occupational Title</u>
11-0000	Management Occupations
13-0000	Business and Financial Operations Occupations
15-0000	Computer and Mathematical Occupations
17-0000	Architecture and Engineering Occupations
19-0000	Life, Physical, and Social Science Occupations
21-0000	Community and Social Services Occupations
23-0000	Legal Occupations
25-0000	Education, Training, and Library Occupations
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations
29-0000	Healthcare Practitioners and Technical Occupations
31-0000	Healthcare Support Occupations
33-0000	Protective Service Occupations
35-0000	Food Preparation and Serving Related Occupations
37-0000	Building and Grounds Cleaning and Maintenance Occupations
39-0000	Personal Care and Service Occupations
41-0000	Sales and Related Occupations
43-0000	Office and Administrative Support Occupations
45-0000	Farming, Fishing, and Forestry Occupations
47-0000	Construction and Extraction Occupations
49-0000	Installation, Maintenance, and Repair Occupations
51-0000	Production Occupations
51-0000	Transportation and Material Moving Occupations
55-0000	Military Specific Occupations

The following 2016-17 Regional Demand Occupational List is for Workforce Development Area 2, Okaloosa and Walton Counties and provides a picture of growth, number of openings, entry and mean wage scales and training and skill requirements. Data is in some cases for Region 2 (R) with the others being Statewide (S).

2016 - 17 Regional Demand Occupations List
 Workforce Development Area 2 – Okaloosa and Walton Counties

Standard Occupational Classification	SOC Code HSHW		Occupational Title†	Annual Percent Growth	Annual Openings	2015 Hourly		FLDOE Training Code	In EFI Targeted Industry?	Data Source
						Mean	Entry			
Management	111021	HSHW	General and Operations Managers	1.25	32	52.04	27.71	4	Yes	R
	113011	HSHW	Administrative Services Managers	1.61	298	50.84	31.58	4	Yes	S
	119021	HSHW	Construction Managers	1.81	19	37.54	28.53	4	No	R
	119051	HSHW	Food Service Managers	3.70	38	27.49	20.04	4	No	S
	119141		Property, Real Estate & Community Assoc. Managers	1.30	25	20.78	13.43	4	No	R
	119151	HSHW	Social and Community Service Managers	1.98	155	36.45	24.14	4	No	S
Business & Financial Operations	131023	HSHW	Purchasing Agents, Except Farm Products & Trade	1.03	405	28.37	18.08	4	Yes	S
	131031	HSHW	Claims Adjusters, Examiners, and Investigators	1.09	732	28.83	19.26	3	Yes	S
	131041	HSHW	Compliance Officers, Safety, Agri, Constr & Transp.	0.85	377	29.44	17.59	3	No	S
	131051	HSHW	Cost Estimators	3.78	##	28.14	16.84	4	No	S
	131081	HSHW	Logisticians	1.80	71	36.76	25.35	5	Yes	R
	131111	HSHW	Management Analysts	1.65	49	38.13	25.42	5	Yes	R
	131121	HSHW	Meeting and Convention Planners	3.63	289	23.38	14.56	4	No	S
	131161		Market Research Analysts and Marketing Specialists	2.75	62	20.56	10.44	5	Yes	R
	131199	HSHW	Business Operations Specialists, All Other	0.12	28	33.14	21.76	4	No	R
	132011	HSHW	Accountants and Auditors	1.57	34	37.70	21.85	5	Yes	R
	132041	HSHW	Credit Analysts	3.90	8	20.06	17.44	3	Yes	S
	132071		Loan Counselors	2.36	174	20.72	15.46	4	Yes	S
132072	HSHW	Loan Officers	2.93	10	31.74	17.32	4	Yes	R	
Computers & Mathematical Operations	151121	HSHW	Computer Systems Analysts	2.56	858	41.35	26.62	4	Yes	S
	151122	HSHW	Information Security Analysts	3.63	202	40.54	25.67	3	Yes	S
	151131	HSHW	Computer Programmers	0.98	576	37.31	22.54	3	Yes	S
	151132	HSHW	Software Developers, Applications	2.48	19	46.17	32.47	4	Yes	R
	151133	HSHW	Software Developers, Systems Software	2.24	15	51.04	34.93	5	Yes	R
	151134	HSHW	Web Developers	2.26	398	29.79	18.42	3	Yes	S
	151141	HSHW	Database Administrators	1.60	238	39.04	25.40	4	Yes	S
	151142	HSHW	Network and Computer Systems Architects and Admins.	1.21	428	39.24	25.62	4	Yes	S
	151143	HSHW	Computer Network Architects	1.54	513	35.54	22.89	3	Yes	S
151151	HSHW	Computer User Support Specialists	1.54	10	22.36	14.55	3	Yes	R	
151152	HSHW	Computer Network Support Specialists	0.70	13	24.42	13.73	3	Yes	S	
Architecture & Engineering	172112	HSHW	Industrial Engineers	1.10	61	32.87	18.12	5	Yes	R
	173023	HSHW	Electrical and Electronic Engineering Technicians	-0.80	41	29.6	15.71	4	Yes	R
	173031		Surveying and Mapping Technicians	1.98	194	18.49	12.34	3	Yes	S
Legal	232011	HSHW	Paralegals and Legal Assistants	2.73	1025	23.89	16.16	3	Yes	S
Education Training & Library Occupations	251194	HSHW	Vocational Education Teachers, Postsecondary	2.14	274	26.39	15.78	4	No	S
	252021	HSHW	Elementary School Teachers, Except Special Education	1.65	35	30.94	22.71	5	No	R
	252022	HSHW	Middle School Teachers, Exc. Special & Voc. Education	1.67	18	30.56	23.17	5	No	R
	252031	HSHW	Secondary School Teachers, Exc. Special and Voc. Ed.	0.97	26	31.03	22.05	5	No	R
	254031		Library Technicians	1.74	184	17.21	11.98	4	No	S
	259041		Teacher Assistants	1.00	20	17.9	12.99	3	No	R
Arts, Design, Entertainment, Sports & Media	271024		Graphic Designers	1.16	610	21.81	14.18	4	Yes	S
	271025		Interior Designers	1.91	247	23.69	13.08	4	Yes	S
	273042	HSHW	Technical Writers	1.46	10	29.49	25.45	5	Yes	R
Healthcare Practitioners & Technical Occupations	291126	HSHW	Respiratory Therapists	1.83	243	26.39	20.72	4	Yes	S
	291141	HSHW	Registered Nurses	1.65	52	28.38	21.86	4	Yes	R
	292011	HSHW	Medical and Clinical Laboratory Technologists	1.49	421	28.55	23.15	4	Yes	S
	292012		Medical and Clinical Laboratory Technicians	3.02	371	16.78	11.58	4	Yes	S
	292021	HSHW	Dental Hygienists	2.87	597	31.11	23.76	4	Yes	S
	292031		Cardiovascular Technologists and Technicians	3.10	199	22.92	13.1	3	Yes	S
	292032	HSHW	Diagnostic Medical Sonographers	4.86	302	29.47	22.13	3	Yes	S
	292034	HSHW	Radiologic Technologists	2.38	498	24.91	18.24	3	Yes	S
	292055		Surgical Technologists	3.06	258	19.54	15.41	3	Yes	S
	292061		Licensed Practical and Licensed Vocational Nurses	2.69	28	18.39	15.79	3	Yes	R
	292071		Medical Records and Health Information Technicians	2.20	456	18.53	12.26	4	Yes	S
292081		Opticians, Dispensing	2.27	286	19.45	13.29	4	Yes	S	
292099		Health Technologists and Technicians, All Other	2.37	240	19.87	12.77	3	Yes	S	

2016 - 17 Regional Demand Occupations List (Cont.)

Standard Occupational Classification	SOC Code HSHW		Occupational Title	Annual Percent Growth	Annual Opening	2015 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source
						Mean	Entry			
Healthcare Support	312021	HSHW	Physical Therapist Assistants	3.97	298	29.62	22.67	4	Yes	S
	319011		Massage Therapists	2.39	444	20.19	12.02	3	No	S
	319091		Dental Assistants	2.06	703	17.25	12.62	3	Yes	S
	319092		Medical Assistants	3.20	2145	14.44	11.65	3	Yes	S
Protective Services	332011		Fire Fighters	0.59	20	19.7	13.43	3	No	R
	333012		Correctional Officers and Jailers	0.08	17	17.46	15.43	3	No	R
	333051		Police and Sheriff's Patrol Officers	0.57	14	18.43	15.38	3	No	R
Buildings & Grounds, Cleaning & Maintenance	371011		First-Line Superv. of Housekeeping & Janitorial Workers	1.53	10	18.1	11.96	3	No	R
	371012		First-Line Superv. Landscaping & Groundskeeping Work	1.85	646	19.92	13.43	3	No	S
	373012		Pesticide Handlers, Sprayers, & Applicators, Vegetation	1.84	190	16.1	11.59	4	No	S
	372021		Pest Control Workers	1.60	21	14.79	9.79	3	No	R
Personal Care	391021		First-Line Supervisors of Personal Service Workers	1.35	501	19.93	12.49	3	No	S
Sales & Related Occupations	411011		First-Line Supervisors of Retail Sales Workers	0.73	59	20.33	13.71	3	No	R
	411012	HSHW	First-Line Supervisors of Non-Retail Sales Workers	0.30	518	41.81	21.22	4	Yes	S
	413011		Advertising Sales Agents	0.52	519	25.69	13.5	3	Yes	S
	413021	HSHW	Insurance Sales Agents	1.75	10	32.33	18.61	3	Yes	R
	414011	HSHW	Sales Representatives, Wholesale & Mfg, Tech. & Sci. P1.11		601	37.67	18.29	3	Yes	S
	414012		Sales Representatives, Wholesale and Manufacturing	0.92	18	23.95	11.61	3	Yes	R
	419021		Real Estate Brokers	1.84	183	37.36	12.76	3	No	S
Office & Administrative Support	419022		Real Estate Sales Agents	1.80	46	13.6	8.45	3	No	R
	431011	HSHW	First-Line Superv. of Office and Admin. Support Workers	1.69	39	21.89	14.55	4	Yes	R
	433031		Bookkeeping, Accounting, and Auditing Clerks	1.57	35	16.12	11.38	4	Yes	R
	435011		Cargo and Freight Agents	1.84	348	19.52	11.76	3	Yes	S
	436011	HSHW	Executive Secretaries and Administrative Assistants	0.25	723	22.86	15.72	3	Yes	S
	436012		Legal Secretaries	0.70	17	12.44	9.97	3	Yes	S
Construction & Extraction Occupations	436013		Medical Secretaries	3.42	865	14.91	11.84	3	Yes	S
	471011	HSHW	First-Line Superv. of Construction and Extraction Work	2.41	17	25.81	16.74	4	No	R
	472021		Brickmasons and Blockmasons	5.68	255	16.83	13.1	3	No	S
	472031		Carpenters	3.17	2632	17.4	11.97	3	No	S
	472051		Cement Masons and Concrete Finishers	4.48	10	15.07	11.18	3	No	R
	472073		Operating Engineers/Construction Equipment Operators	2.70	701	17.84	12.84	3	No	S
	472081		Drywall and Ceiling Tile Installers	3.80	29	12.44	8.25	3	No	S
	472111	HSHW	Electricians	1.20	15	27.1	17.57	3	No	R
	472121		Glaziers	5.36	293	27	19.78	3	No	S
	472141		Painters, Construction and Maintenance	3.62	16	15.55	12.21	3	No	R
	472151		Pipelayers	2.47	186	17.4	12.83	3	No	S
	472152		Plumbers, Pipefitters, and Steamfitters	1.60	12	17.4	11.74	3	No	R
	472181		Roofers	2.51	18	16.5	12.23	3	No	R
Installation, Maintenance Repair Occupations	472211		Sheet Metal Workers	2.64	352	17.37	12.13	3	No	S
	472221		Structural Iron and Steel Workers	3.64	199	19.53	12.38	3	No	S
	474011	HSHW	Construction and Building Inspectors	1.96	271	27.78	19	3	No	S
	491011	HSHW	First-Line Superv. of Mechanics, Installers, and Repairer0.68		15	29.88	20.89	3	No	R
	492022	HSHW	Telecommunications Equipment Installers and Repairers	0.54	360	24.2	15.26	3	Yes	S
	492098		Security and Fire Alarm Systems Installers	2.09	233	18.33	13.11	3	No	S
	493011	HSHW	Aircraft Mechanics and Service Technicians	0.86	11	28.66	23.13	3	Yes	R
	493023		Automotive Service Technicians and Mechanics	0.49	20	18.93	12.43	3	No	R
	493031		Bus and Truck Mechanics and Diesel Engine Specialists	1.25	376	21.51	15.19	3	Yes	S
	493042		Mobile Heavy Equipment Mechanics, Except Engines	1.76	260	21.15	15.19	3	Yes	S
	493051		Motorboat Mechanics	1.20	19	20.96	12.75	3	No	S
Production Operations	499021		Heating, A.C., and Refrigeration Mechanics and Installer1.42		15	18.35	12.83	3	No	R
	499041	HSHW	Industrial Machinery Mechanics	2.60	638	22.64	15.18	3	Yes	S
	499051	HSHW	Electrical Power-Line Installers and Repairers	1.57	388	25.72	17.38	3	No	S
	499062		Medical Equipment Repairers	3.31	309	21.01	14.52	3	Yes	S
	499071		Maintenance and Repair Workers, General	1.05	38	16.41	11.52	3	No	R
Transportation & Material Moving	511011	HSHW	First-Line Superv. of Production and Operating Workers	0.48	463	27.33	18.22	3	Yes	S
	514121		Welders, Cutters, Solderers, and Brazers	1.34	503	18.4	12.56	3	Yes	S
Transportation & Material Moving	531031	HSHW	First-Line Superv. of Material-Moving Vehicle Operators	1.35	368	27.52	17.59	3	Yes	S
	532012	HSHW	Commercial Pilots	1.70	184	47.87	23.67	3	Yes	S
	533032		Truck Drivers, Heavy and Tractor-Trailer	0.94	11	15.57	11.46	3	Yes	R
	537021	HSHW	Crane and Tower Operators	3.67	160	23.76	17.58	3	No	S

Beulah SMART Academy Project, 09OCT16

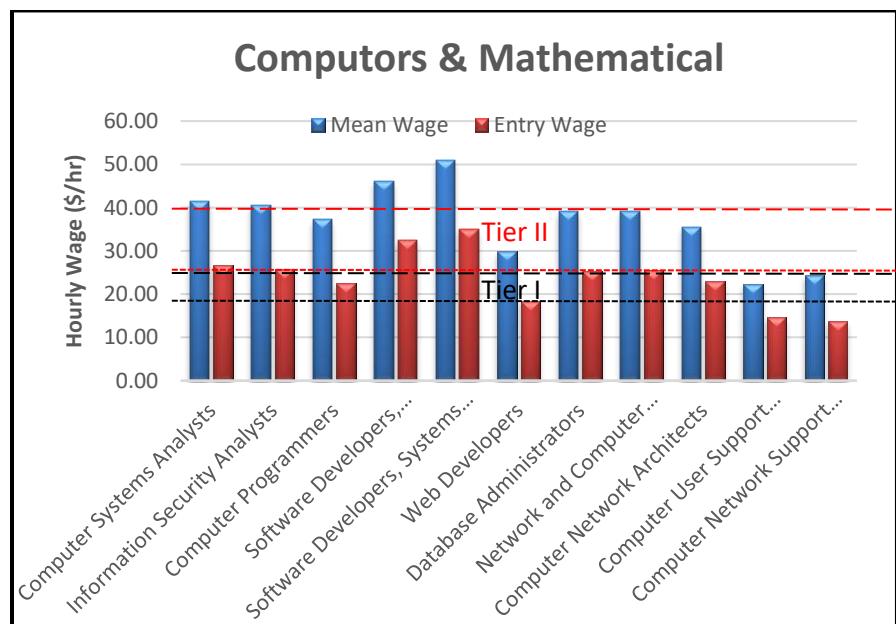
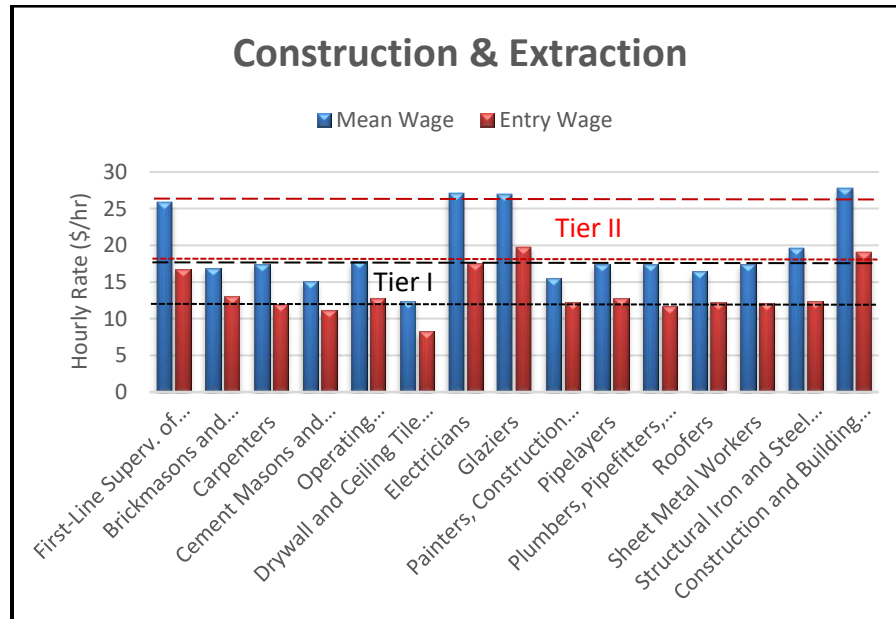
Wage Rates for Selected Occupation Classifications. We took a look at four of the SOC Codes to better demonstrate the variation of wage rates within a classification. In all four of these classifications analyzed, there is a two tier (high/low) wage range for both entry and mean wages. (See Wage Charts) This wage data is shown in the following Table.

Classification Wage Table

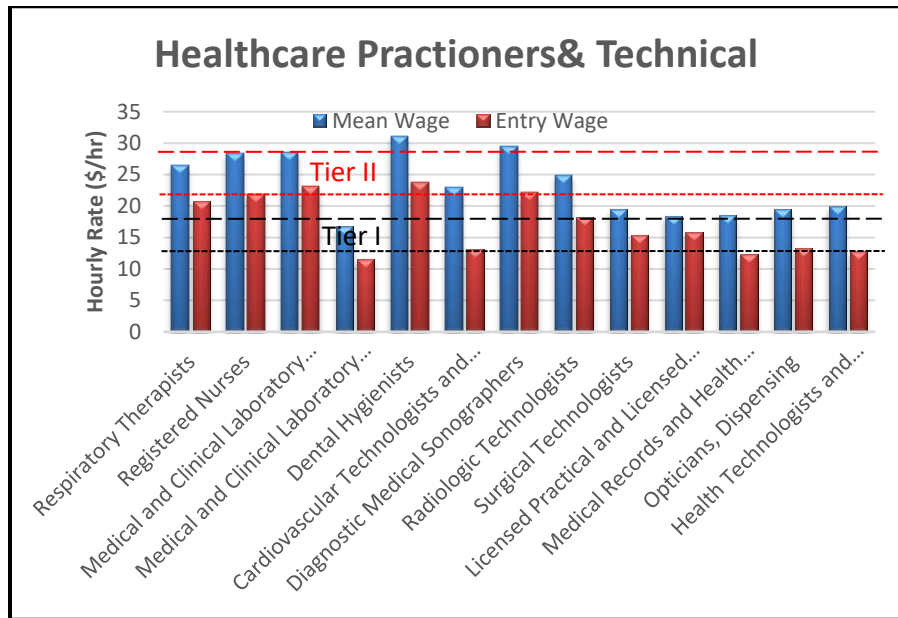
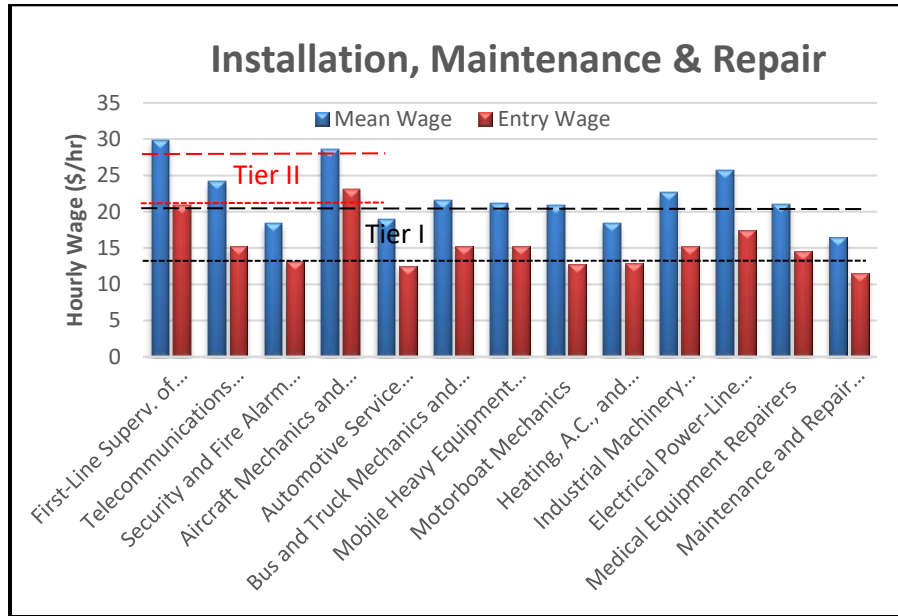
Occupation Classification	Tier I		Tier II	
	Entry	Mean	Entry	Mean
Construction & Extraction	\$ 12.00	\$ 18.00	\$ 18.00	\$ 27.00
Installation, Maintenance & Repair	\$ 14.00	\$ 21.00	\$ 21.00	\$ 30.00
Healthcare Practitioners & Technical	\$ 13.00	\$ 20.00	\$ 22.00	\$ 29.00
Computers & Mathematical Operations	\$ 18.00	\$ 25.00	\$ 25.00	\$ 40.00

The charts below identify Tier I and Tier II occupations in the four classifications shown above.

Classification Wage Charts



Classification Wage Charts (Cont.)



ISP Team Observations and Recommendations

Growing Demand for Construction Workers, Managers and Inspectors.

Building periodicals and news media document a growing need for construction workers. Construction is on the rise, an aging workforce is retiring, leading to a lack of skilled workers. The Beulah Academy concept is on the right track. Stay the course and consider suggestions in ***Mentoring*** below.

Importance of Soft Skills. Soft skills are necessary regardless of occupation. Personal reliability, the ability to communicate effectively, job knowledge and the ability to analyze situations and make good decisions are more important than skill training to about 72% of employers. The intent of the Academy plan to teach the soft skills is right on target and important to the success of Academy students.

Training Opportunities. Training is available and local trainers can help with certification preparation. Getting the training can be involved: minimum grade point averages, qualification for various funding sources. We recommend one person be dedicated guiding Academy students through the eligibility and enrollment and maze to get the needed training affordably.

Mentoring. The ISP Team agrees with the Academy that individual adult support is necessary for student success. After the decision to pursue a career, it is the most important thing. Support should include a mentoring or apprentice relationship with local skilled construction workers and contractors. We suggest exploring Future Builders of America (FBA) in cooperation with the BIAOW and local contractors to implement an apprentice program.

Importance of Alternatives. Construction work is hard work, often in dangerous conditions. Some Academy students may shy away from it. We recommend keeping an open door to training for high-paying alternative occupations.

Perseverance. Success of the Beulah SMART Academy will take a number of years to achieve. The maturation and training of each Academy student will take years. The people involved must keep their eye on the prize, especially if set backs are encountered. The prize is worth the effort. Our ISP Team admires your vision and labors, and we are willing to help when needed.

Attachment 1

1. Florida Contractors Definitions

Construction Industry Licensing Board. In Florida construction contractors are regulated by the Florida Department of Business and Professional Regulation (DBPR). Any construction work is supposed to be performed under supervision of a contractor licensed by the DBPR. Licenses are issued based on passing a test administered by the Construction Industry Licensing Board. The Construction Industry Licensing Board is responsible for licensing and regulating the construction industry.⁷

Occupation and License Class Codes. In general the term "**contractor**" means the person who is qualified for, and shall only be responsible for, the project contracted for and means the person who, for compensation, undertakes to, submits a bid to, or does himself or herself or by others construct, repair, alter, remodel, add to, demolish, subtract from, or improve any building or structure, including related improvements to real estate.

Certified Contractor "C" A contractor who possesses a certificate of competency issued by the Florida DBPR and who shall be allowed to contract in any jurisdiction in the state without being required to fulfill the competency requirements of that jurisdiction. *Certified contractors are designated by an occupation code which begins with the letter "C".*

Registered Contractor "R" A contractor who has registered with the Florida DBPR pursuant to fulfilling the competency requirements in the jurisdiction for which the registration is issued, generally the County. Registered contractors may contract only in such jurisdictions. *Registered contractors are designated by an occupation code which begins with the letter "R".*

CG and RG - A "**general contractor**" means a contractor whose services are unlimited as to the type of work which he or she may do.

CB and RB - A "**building contractor**" means a contractor whose services are limited to the construction of commercial buildings and single-dwelling or multiple-dwelling residential buildings. These buildings cannot exceed three stories in height.

CR and RR - A "**residential contractor**" means a contractor whose services are limited to construction, remodeling, repair, or improvement of one-family, two-family, or three-

⁷ www.myfloridalicense.com/dbpr/pro/cilb
Beulah SMART Academy Project, 09OCT16

family residences which are not more than two stories and the "accessory use structures.

CC and RC - A "**roofing contractor**" means a contractor whose services are unlimited in the roofing trade. Roofing contractors have the experience, knowledge, and skill to install, maintain, repair, alter, extend, or design and use materials and items used in the installation, maintenance, extension, and alteration of all kinds of roofing, waterproofing, and coating, except when coating is not represented to protect, repair, waterproof, stop leaks, or extend the life of the roof.

CA and RA - A "**class A air-conditioning contractor**" means a contractor whose services are unlimited in the execution of contracts requiring the experience, knowledge, and skill to install, maintain, repair, fabricate, alter, extend, or design central air-conditioning, refrigeration, heating, and ventilating systems.

CA and RA - A "**class B air-conditioning contractor**" means a contractor whose services are limited to 25 tons of cooling and 500,000 BTU of heating in any one system in the execution of contracts requiring the experience, knowledge, and skill to install, maintain, repair, fabricate, alter, extend, or design central air-conditioning, refrigeration, heating, and ventilating systems, including duct work in connection with a complete system.

CA and RA - A "**class C air-conditioning contractor**" means a contractor whose business is limited to the servicing of air-conditioning, heating, or refrigeration systems, including any duct cleaning and equipment sanitizing which requires at least a partial disassembling of the system.

CM and RM - A "**mechanical contractor**" means a contractor whose services are unlimited in the execution of contracts requiring the experience, knowledge, and skill to install, maintain, repair, fabricate, alter, extend, or design central air-conditioning, refrigeration, heating, and ventilating systems, including duct work in connection with a complete system.

CF and RF - A "**plumbing contractor**" means a contractor whose contracting business consists of the execution of contracts requiring the experience, financial means, knowledge, and skill to install, maintain, repair, alter, extend, or design plumbing. A plumbing contractor may install, maintain, repair, alter, extend, or design the following *without obtaining any additional local regulatory license, certificate, or registration*:

- | | |
|--|---|
| sanitary drainage or storm drainage facilities | venting systems; public or private water supply systems |
| septic tanks; drainage and supply wells | swimming pool piping |
| irrigation systems | pneumatic control piping systems |

boilers and pressure process piping and including the installation of water, natural gas, and storm and sanitary sewer lines; and water and sewer plants and substations

design and installation, maintenance, repair, alteration, or extension of air-piping, vacuum line piping, oxygen line piping, nitrous oxide piping, and all related medical gas systems

fire line standpipes and fire sprinklers to the extent authorized by law; ink and chemical lines

fuel oil and gasoline piping and tank and pump installation, except bulk storage plants

solar heating water systems and all appurtenances, apparatus, or equipment used in connection with these

Attachment 2.

Job Skill Certification Granting Organizations

American Welding Society – aws.org

The American Welding Society (AWS) was founded in 1919, as a nonprofit organization with a global mission to advance the science, technology and application of welding and allied joining and cutting processes, including brazing, soldering and thermal spraying. AWS strives to move the industry forward in both thought and action, as well as inspire new generations to see the exciting career opportunities available today.

Uniting the Welding Industry

Headquartered in Miami, Florida, and led by a volunteer organization of officers and directors, AWS serves over 70,000 members worldwide and is composed of 22 Districts with 250 Sections and student chapters. The Society is dedicated to supporting hundreds of thousands of industry professionals, including: welders, business leaders, sales and service teams, manufacturers, vendors, associations, educational institutions, committee volunteers, and students. We connect welding communities from around the world into a collaborative force, built on a foundation of higher standards; advanced learning; and rewarding growth.⁸

Certification

AWS offers a number of certification programs that recognize and document expertise and knowledge in specific welding-related disciplines including, inspectors, supervisors, educators, radiographic interpreters, welding engineers and fabricators. AWS is the source for qualification and certification of welding personnel. Since the Certified Welding Inspector (CWI) program was introduced in 1976, AWS has certified over 97,000 welding inspectors alone, plus thousands more working professionals across other certification categories. Certification examinations are administered by accredited technical schools.

⁸ www.aws.org/about

HVAC Excellence – www.hvacexcellence.org

HVAC Excellence is a not for profit organization that has been serving the HVACR industry since 1994.

The HVAC Excellence goal is to improve competency through validation of the technical education process. The success of our current and future workforce depends upon everyone in the HVACR industry continually validating and updating their skills at all levels; students, technicians and educators. Additionally, HVAC Excellence sees that training programs are meeting the necessary standards to ensure a highly skilled workforce and that the individuals responsible for training are knowledgeable and competent in their technical and teaching skills.

High School Assessment - H.E.A.T.

The **H**eating-**E**lectrical-**A**ir Conditioning **T**echnology (H.E.A.T.) examination is an end of program assessment developed specifically for Secondary (high school) HVACR students.

This 100 question, multiple choice examination covers:

- electrical theory
- electrical safety
- electrical components
- fundamental motors and capacitors
- electrical troubleshooting
- interpreting electrical diagrams
- electrical meter usage
- air conditioning and refrigeration theory
- air conditioning systems and components
- air conditioning equipment service
- air conditioning troubleshooting
- refrigerant flow control theory and application
- heating systems and components
- combustion theory and heating fuels
- heating safety
- furnace installation and service
- furnace troubleshooting
- safety

Instructors can access a comparative analysis report to measure the student's retained knowledge and the effectiveness of the training.

To accommodate geographic differences, two versions of this exam are available:

- one with an emphasis on gas heat
- one with an emphasis on oil heat

Both versions cover the same basic electricity and vapor compression cycle competencies.⁹

North American Technical Excellence (NATE) – www.natex.org

Founded in 1997, North American Technician Excellence (NATE) is the nation's largest non-profit certification organization for heating, ventilation, air conditioning and refrigeration technicians. Headquartered in Arlington, VA, NATE is the certification organization that was developed by, and has been supported by the entire HVACR industry for nearly 20 years.¹⁰

NATE certification tests represent real world working knowledge of HVACR systems. Developed by a committee of industry experts nationwide, our NATE exams represent HVACR topics pertinent to contractors, educators, manufacturers and utilities alike. All of the NATE tests are rigorous, multiple-choice, knowledge-based tests and validate a technician's knowledge. NATE candidates may earn Installation and/or Service certification in one or more Specialty areas, including:

- Air Conditioning
- Air Distribution
- Heat Pumps
- Gas Heating
- Oil Heating
- Hydronics Gas (service only)
- Hydronics Oil (service only)
- Hydronics Oil (service only)
- Light Commercial Refrigeration (service only)
- Commercial Refrigeration (service only)
- Ground Source Heat Pump Loop Installer
- Senior HVAC Efficiency Analyst

NATE Certification Testing. Exams are offered year-round by approved NATE Testing Organizations. Testing organizations include manufacturers, wholesalers/distributors, contractors, educational facilities, utilities, associations, and unions.

⁹ www.hvacexcellence.org

¹⁰ www.natex.org/about-us

National Center for Construction Education & Research (NCCER) –
www.nccer.org

NCCER is a not-for-profit 501(c)(3) education foundation created in 1996 as The National Center for Construction Education and Research. It was developed with the support of more than 125 construction CEOs and various association and academic leaders who united to revolutionize training for the construction industry. Sharing the common goal of developing a safe and productive workforce, these companies created a standardized training and credentialing program for the industry. This progressive program has evolved into curricula for more than 70 craft areas and a complete series of more than 70 assessments offered in over 4,000 NCCER-accredited training and assessment locations across the United States.

NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires. NCCER's Registry System also assists craft professionals by maintaining their records in a secure database.

NCCER's workforce development process of accreditation, instructor certification, standardized curriculum, registry, assessment and certification is a key component in the industry's workforce development efforts. NCCER also drives multiple initiatives to enhance career development and recruitment efforts for the industry, primarily through its Build Your Future initiative.

NCCER's new branding and international initiatives have led to the use of NCCER in lieu of The National Center for Construction Education and Research. The same great resources and services are still available.

NCCER is headquartered in Alachua, Florida, and is affiliated with the University of Florida's M.E. Rinker, Sr. School of Construction Management.

NCCER offers curricula in over 70 different craft areas and more than 80 different assessments. When you successfully complete training, assessments and/or performance verifications through an NCCER Accredited Training Sponsor or Assessment Center, NCCER's Registry System records your completions and issues the appropriate credentials. It is these portable, industry-recognized credentials that many industry leaders look for when making employment decisions.¹¹

¹¹ www.nccer.org/training-and-certifications
Beulah SMART Academy Project, 09OCT16

Society of Cable Telecommunications Engineers – www.scte.org

SCTE’s Mission—Providing technical leadership for the telecommunications industry and serving its members through excellence in professional development, standards, certification, and information.

SCTE/ISBE is proud to serve as the technical and applied science leader for the cable telecommunications industry. Since its beginning in 1969, the Society has been dedicated to providing meaningful resources and programs for its members and the industry.

From industry-wide initiatives to create more efficient operations to technical training programs on the latest technologies to job aids to assist field personnel in their everyday responsibilities, SCTE/ISBE has programs and benefits for every professional level in the industry. The Society’s "Boots to Suits" philosophy is designed to not only enhance the careers of technical employees throughout the network, but also provide operators with a well-trained workforce that, ultimately, means a more efficient system, economic benefits and an improved customer experience.

SCTE/ISBE members have access to a wide array of technical benefits that add value to their career and organization. If you are a nonmember, please visit the [Membership page](#) to discover how SCTE/ISBE can benefit your career. If you are already a member, thank you for your support. Stay active in SCTE and take advantage of the numerous benefits available to you.¹²

¹² www.scte.org/about

Attachment 3: Future Builders of America



Future Builders of America
466 94th Avenue N.
St. Petersburg, FL 33702
Exec Director Cindy Hall
(727) 209-0890
execdirector@futurebuildersofamerica.org

Who We Are

Welcome to the home of the Future Builders of America (FBA), a not-for-profit (501(c) 3) organization dedicated to introducing construction career opportunities to secondary school students and other youth up to 25 years of age and providing programs to develop leadership skills critical to the construction industry.

FBA Student Programs

Students are encouraged to learn more by joining an FBA chapter in their school. Teachers are encouraged to become FBA Chapter Advisors and promote the many and diverse construction industry opportunities for Florida's future employees. Local construction trade and professional associations are encouraged to become partners with their local schools through FBA Chapters and help give students a real world understanding of what it means to be part of Florida's construction industry.

Programs offered through FBA

- Locally Organized FBA Student Chapters
- Annual Scholarships for Post-Secondary Construction or Construction Related Training or Higher Education
- Annual Leadership Skills Development Summit
- Local Career Fairs

About Us

Despite the incredible growth of Florida's population and economy, the construction industry is facing a skilled workforce shortage. To help promote the construction industry as a great career opportunity to Florida's future employees, visionary industry leaders created the Future Builders of America (FBA). The mission is to engage in construction educational activities and help youth understand and pursue rewarding careers in construction.

FBA links students in area schools with the local building community. Guest speakers and field trips to building sites along with opportunities for summer and post-graduation employment help introduce students to rewarding opportunities in the construction industry. FBA meetings also provide for camaraderie and an opportunity for students to improve their leadership and teamwork skills.

FBA is a conduit for educating and training students in construction related programs and for employment opportunities in the construction industry via a network of local student chapters, scholarships, a student leadership development program, and other targeted marketing and public relations activities.

Mission Statement & Motto

Mission Statement

The mission of the Future Builders of America is to be engaged in construction-related educational activities, including assisting students in understanding and pursuing rewarding careers in construction and related trades.

FBA Motto

The Future Builders of America motto is “**Learning today...Building tomorrow!**”

NOTE: The use of the FBA motto and official logo by FBA chapters and volunteers is encouraged in general communications related to FBA activities. Use outside the context of FBA communications is prohibited.

Our History

One of the studies conducted in the aftermath of Hurricane Andrew (which devastated South Florida in August 1992) included a recommendation that Florida train a skilled workforce capable of building hurricane-resistant homes. Acting on that recommendation, Florida Home Builders Association (FHBA) Past President Ron Coppenbarger, a Jacksonville home builder, developed a game plan to achieve that goal through a private-public partnership between the housing industry and Florida's education system.

FHBA's Director of Governmental Affairs Douglas Buck, using his keen knowledge of state government, turned the goal into reality when he lobbied the Florida Legislature for monies to create the Florida Construction Institute (FCI) on the campus of Florida Community College, Jacksonville (FCCJ).

FCI was tasked with reviewing and recommending the changes needed to the state's construction curriculum so that it better reflected the needs of the construction workforce. As part of the overall initiative, an FHBA associate member, Sandy Sims of the Gulf Power Company in Fort Walton Beach, conceived the idea of an "arm" of FHBA that would financially support students seeking construction-related careers. Her idea gave birth to the Florida Home Builders Foundation.

The Foundation immediately began raising funds and providing scholarships. It continues today to be supported by FHBA builders and associates alike.

After years of dedication and hard work to develop and implement the state's construction courses, the FCI members, including representatives of FCCJ, past FHBA Second Vice President Rob Wilson of Tallahassee, and FHBA Life Director Ed Dion of Tallahassee, met with senior staff at the Florida Department of Education (FDOE). The goal was to convince FDOE that students who reached the level of technical education 6 needed to construct hurricane resistant housing deserved a degree. To illustrate the level of technical skills needed, Dion produced a matrix from a window manufacturer, which indicated the size, length and count of fasteners required to properly install a window, according to its size, in any one of the state's many wind zones.

As difficult as the matrix was to understand, it only represented one of the many components used to construct a home, all of which had to be installed correctly. Further, this level of knowledge was needed by each and every member of the workforce. As a result of this revealing exercise, FDOE leaders instituted an Associate of Applied Science(AAS) Degree, which is now offered in community colleges around the state.

While FCI members were working to develop the educational path, Foundation members realized even more the need to encourage young people to seek careers in construction. From that need, and the vision of FHBA's Membership Services Director (and future CEO/Executive Vice President) J. Emmett Reed, an organization called the Future Builders of America was born.

The first FBA Student Chapter was organized in 2003 with the support of the members and staff of the Collier Home Builders Association and Greg Foote, then Director of the Lely High School Construction Academy. It was the beginning of a new horizon for students beyond the classroom.

Reed's vision was to pattern the chapters and leadership camp after the very successful Future Farmers of America, (FFA). Still in its infancy, FBA hosted its first leadership camp in 2004 at the FFA facility in Haines City, Florida.

Just seven students attended the first event but it was such a success that five of the original seven students returned the following year, and they brought friends. Through the dedication and hard work of the camp committee, countless volunteers, donors and FHBA's own inspirational staff, the leadership camp has grown since its inception in both quantity of students and quality of programs.

Wanting "their own" facility, FHBA leadership tasked a committee chaired by Past President Robert Parrish of Tallahassee with finding the right place. Parrish and members of his group crisscrossed the state in their review of lands available. They settled on a five hundred acre parcel 30 minutes east of Tallahassee, near the Natural Bridge Battlefield, a Historic Civil War Site. After the purchase and while the property was still heavily mortgaged, plans for the zoning and development permits were begun.



Shortly thereafter, another FHBA Past President and his wife, Robert and Amy Harper of Lakeland, presented the foundation with a \$550,000 check to pay off the entire mortgage. And soon thereafter, the leadership camp was officially named "Camp Harper" and Bonded Builders Warranty Group funded the "Robert and Amy Harper Award" to honor future individuals who contribute to the success of the Foundation and the Future Builders of America program.

Board of Trustees

Future Builders of America (FBA) is governed by a Board of Trustees that consists of a President, Vice-President, Treasurer, Secretary and not less than 11 total members. Trustees may be either members or non-members of the Florida Home Builders Association. Trustees serve 3 year terms and are primarily responsible for fundraising goals and the oversight of Future Builders of America.

2015-2016 Board of Trustees

President - Suzanne Graham, [Massey Services, Inc.](#)

Vice President - Bath Cantin, [Cantin Homes, Inc.](#)

Treasurer - Natasha Cartegena-Spencer, [Shelter Mortgage Co.](#)

Secretary - Rick Ilmberger, Suncoast Glass & Mirror, Inc.

Immediate Past-President - Alan Anderson, Retired

Trustees:

John Carlson, [Core Construction](#)
Michelle Delaney, [LRA Insurance](#)
Wendy Dittmar, [Manning Building Supply](#)
Gayla Lees, [The Real Connection](#)
Jim Painter, [Painter Masonry](#)
Ray Puzzitiello, [Puzzitiello Builders](#)
Mike Rahn, [Regions Bank](#)
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Drew Smith, [Two Trails, Inc.](#)
Jeremy Stewart, [Jeremy Stewart Construction](#)
Bill Truex, [Truex Preferred Construction](#)
Maddie Williams, [Treasure Coast Builders Association](#)

Staff:

Cindy Hall, FBA Executive Director



Exec. Director
[Cindy Hall](#)

Non-Voting Members:

Rusty Payton, CEO, Florida Home Builders Association (FHBA)
Kimberly Scott, COO/CFO, Florida Home Builders Association
Jerry Linder, FHBA Immediate Past President

FBA Chapter Locations**FBA Student Chapter Sponsors & Advisors**

The success of a Future Builders of America Chapter depends on the strength of the partnership between the staff and members of local trade and professional associations and the school district administrators and teachers. Students learn in school how to build, lay brick, wire a house, install plumbing or HVAC systems. Bringing in members of local trade and builder associations gives students an opportunity to learn what it means to be a builder, a mason, a carpenter or an electrician.



Student Membership in FBA Chapters

Students can join their local FBA chapters through their school. FBA Club meetings offer opportunities for camaraderie and the chance to develop leadership and team-building skills. Interaction with local trade associations gives student members an opportunity to explore the variety of careers in the construction industry from constructor to design professional, mason, carpenter, plumber, electrician or HVAC technician. For current happenings and pictures that capture the enthusiasm of recent FBA Student Chapter activities please visit our Facebook page [Future Builders of America](#).



Bartow High School – Bartow
Charlotte Technical Center – Port Charlotte
DeLand High School – DeLand
George Jenkins High School – Lakeland
Immokalee High School - Immokalee
Leesburg High School – Leesburg
Manatee High School – Bradenton
Manatee Technical College – Bradenton
North Port High School – North Port
Okeechobee High School – Okeechobee
Palmetto High School – Palmetto
Port St. Lucie High School – Port St. Lucie
South Fork High School – Stuart

[How to Start a Chapter](#) [Student Chapters](#)

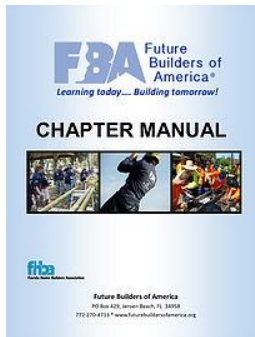
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How to Start a Chapter



FBA is looking for interested construction related trade or professional organization or school districts who would like to establish a connection between students and the real world of construction. Assistance is available from the Board of Trustees and the State Association staff to guide you through the process by contacting FBA at 1-772-370-4713 or sending an email to execdirector@futurebuildersofamerica.org. The Chapter Manual may also be downloaded here [FBA Chapter Manual 2016](#).

Why Start an FBA Student Chapter?

Benefits to Students:

FBA Chapters provide a unique club for students participating in a construction related curriculum which allows these students to have equal recognition on campus with other programs and extends learning opportunities beyond their classroom and lab work. The Chapters help tie their classroom instruction to the many possible career choices available in construction in either a job or postsecondary education in this chosen career field through knowledge and skills training. Top students can apply for FBA scholarships as well as other local scholarships for construction students.

Benefits to School:

A school with a successful construction related program(s) that are enhanced by an FBA Chapter brings credibility to the program that creates student interest for continued local and district administrative support among the highly competitive programs offered by the school and or district. It encourages students to seek certifications in their field of interest and provides local industry support in preparation for the certifications and financial support for certification exam registration.

Benefits to Instructor:

A local FBA Chapter through the support of the local construction industry partners brings experience, knowledge and real world work related examples into the classrooms giving FBA students the incentives to pursue a career and or postsecondary education to achieve a lucrative career in the construction industry.

Benefits to Industry:

With an aging work force in the construction industry, there is an urgent need for knowledgeable and skilled labor coming from our secondary schools and technical colleges. It is critical to sustain the construction workforce to insure the future of the industry. FBA Chapters are a great source for internships, apprenticeships and part-time employees that bring a career interest and some basic knowledge and skill to the industry.

FUTURE BUILDERS OF AMERICA

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