

**SECOND AMENDMENT TO AGREEMENT BETWEEN SEMINOLE COUNTY AND
THE DISTRICT BOARD OF TRUSTEES OF SEMINOLE STATE COLLEGE OF
FLORIDA FOR AMERICAN RESCUE PLAN ACT FUNDING**

THIS SECOND AMENDMENT is made and entered in this ____ day of _____ 20____, and is to that certain Agreement made and entered into on June 14, 2022, as amended on July 26, 2022, between **SEMINOLE COUNTY**, a charter county and political subdivision of the State of Florida, whose address is Seminole County Services Building, 1101 E. 1st Street, Sanford, Florida 32771, in this Agreement referred to as “COUNTY,” and **THE DISTRICT BOARD OF TRUSTEES OF SEMINOLE STATE COLLEGE OF FLORIDA**, a political subdivision of the State of Florida, whose address is 100 Weldon Boulevard, Sanford, Florida 32773, in this Agreement referred to as “SUBRECIPIENT.”

WITNESSETH:



WHEREAS, SUBRECIPIENT and COUNTY entered into the above referenced Agreement on June 14, 2022, as amended on July 26, 2022, to provide financial assistance to small businesses that have experienced a negative economic impact from the COVID-19 pandemic through various programs, as further specified in the executed Agreement; and

WHEREAS, the parties desire to amend the Agreement in order to extend the term, revise the additional scope of work added by Amendment No. 01, and to enable both parties to continue to enjoy the mutual benefits the Agreement provides; and

WHEREAS, Section 21 of the Agreement provides that any amendments will be valid only when expressed in writing and duly signed by the parties.

NOW, THEREFORE, in consideration of the mutual understandings and agreements contained in this Second Amendment, the parties agree to amend the Agreement as follows:

1. Section 3 of the Agreement is amended to read as follows:

Section 3. Term. The effective date of this Agreement is June 14, 2022, as amended on July 26, 2022, and expires on September 30, 2025 (“Term”).

2. Exhibit E – Additional Scope of Work is deleted and replaced by the revised Exhibit E – Additional Scope of Work, attached to this Second Amendment.

3. Except as modified by this Second Amendment, all terms and conditions of the original Agreement remain in full force and effect for the term of the Agreement.

IN WITNESS WHEREOF, the parties have executed this Second Amendment for the purposes stated above.

THE DISTRICT BOARD OF TRUSTEES OF
SEMINOLE STATE COLLEGE OF FLORIDA

Witness



By: _____

GEORGIA L. LORENZ, Ph.D., President

Date: _____

Print Name

Witness

Print Name

Approved as to form and
legal sufficiency.

Signature

Print Name

ATTEST:

BOARD OF COUNTY COMMISSIONERS
SEMINOLE COUNTY, FLORIDA

GRANT MALOY
Clerk to the Board of
County Commissioners of
Seminole County, Florida.

By: _____
JAY ZEMBOWER, Chairman

Date: _____

For the use and reliance
of Seminole County only.

As authorized for execution by the Board of
County Commissioners at its _____
20____, regular meeting.

Approved as to form and
legal sufficiency.

County Attorney

BP

11/20/23

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Attachment:

Exhibit E – Additional Scope of Work

EXHIBIT E - ADDITIONAL SCOPE OF WORK

October 19, 2023

Seminole State Commits - A Job Training Assistance Program

Introduction

In partnership with Seminole County, Seminole State College will develop and provide job training and employment assistance to unemployed and underemployed individuals with a focus on low- and moderate-income communities. Although it appears that the worst of the COVID-19 Pandemic may be in our rear-view mirror, the virus has not been eradicated, nor have our low- to moderate-income residents fully recovered from the economic impacts of the Pandemic.

Existing and new barriers resulting from the COVID-19 Pandemic have led to decreased student enrollment and widened achievement and retention gaps in our first-time-in-college (FTIC) and first-generation populations, the majority of which are also low-income and represent minority populations.

The College seeks to partner with Seminole County government to address these negative impacts on households and communities with the greatest need within our service area, and to create an innovative job training program as a critical step toward providing long-term prosperity for our communities.

Local Need

COVID-19 has created unprecedented and widespread challenges to enrollment, access to technology, and engagement outside the classroom. First-generation, low-income, and/or minority students at the College are among the most negatively impacted student populations. Many FTIC first-generation students who were near completion of college programs when COVID-19 hit had to make the difficult choice to discontinue their studies due to loss of income, lack of childcare, insufficient connectivity and technology for online learning, stress, and a host of other challenges.

Within Seminole County, disparities in employment and educational attainment that existed prior to COVID-19 were exacerbated by the pandemic. The U.S. Covid Community Vulnerability Index (CCVI) (Surgo Ventures, 2021), in use by the CDC, indicates that certain factors such as socioeconomic status, ethnicity, work environments, and healthcare systems make some communities more vulnerable to impact from COVID-19. According to CCVI website data (US Data Explorer), the overall vulnerability of Seminole County is rated at .58 on a scale of 0 to 1, with 0 being very low and 1 being very high. However, the communities within Seminole County that have Very High vulnerability have an average index value of .76 for Minority Status & Language – indicating that the presence of minorities and non-English speaking people within that community are very high as well. Compared to just 42% of the White population in Seminole County classified as Very High or High vulnerability, 61% of the county's Black population and 57% of the county's Hispanic population were categorized as Very High or High Vulnerability. In its January 2021 report "Vulnerable Communities and COVID-19: The Damage Done, and the Way Forward," Surgo Ventures indicated that the unemployment gap between high-vulnerability counties and those classified as low-vulnerability quadrupled as a result of the pandemic.

Further evidence of the disproportionately impacted communities in Seminole County comes from the United Way of Florida COVID-19 Impact Survey 2021 Florida Results Report, which included 831 respondents (35%) from the Heart of Florida – Orlando area households. Results are reported for

the cumulative group of respondents, which also included those from Northeast Florida/Jacksonville, Palm Beach, and Miami-Dade areas. The respondents included households below the Federal Poverty Level (FPL) and ALICE households (Asset Limited, Income Constrained, Employed). Although ALICE households earn above the FPL, they are unable to afford housing, childcare, food, transportation, health care, and technology in the counties where they live. Slightly more than half of all survey respondents (53%) were below the ALICE threshold. When asked about concerns facing them due to the pandemic, those below the ALICE threshold had greater concerns than those above the threshold in the following areas:

- Loss of jobs (50% vs 27%)
- Reduction of hours/wages (41% vs 24%)
- Childcare/education (35% vs 24%)
- Household required to use technology for school (23% vs 16%) and had trouble meeting technology needs during the pandemic (15% vs 8%)
- Trouble meeting transportation needs (16% vs 4%)
- Someone in household lost a job during the pandemic (41% vs 18%), was temporarily laid off (27% vs 14%), or changed jobs (13% vs 10%)
- Someone in household had income from unemployment insurance or another government program (27% vs 9%) or had no source of income (3% vs 1%)
- Hourly paid workers were working fewer hours than before the pandemic (38% vs 27%).

These concerns as expressed by low-income and ALICE respondents are the focus of this project. Seminole State College will address these needs in our low- and moderate-income communities and mitigate the impact of COVID-19 by providing short-term job training and supplemental learning such as GED Prep and ESOL which will assist the students in an opportunity to gain employment and/or increase income.

Plan to Provide Services – May 1, 2023 – September 30, 2025

Seminole State College will develop and implement the “Seminole State Commits” training program. This program is uniquely created for low- to moderate-income and/or underserved households and communities, especially those who have been most negatively impacted by COVID-19 by considering the previously mentioned ALICE concerns (i.e., transportation, technology, childcare, job loss, unemployment, hourly wage positions). Training will be offered in a variety of formats to assist students in gaining skills that will lead to better employment opportunities. Most of the training conducted will be in high-demand fields. Examples of the types of training that may be offered are as follows: supplemental learning (GED Prep and ESOL), continuing education courses (non-credit courses), credit courses, and certificate programs (degree and non-degree seeking). The type of training will be determined by location and the group of individuals to be served, based on a needs assessment.

High-demand fields are determined by the FLDOE Regional Targeted Occupational List (Workforce Development Area 12 - Lake, Orange, Osceola, Seminole, and Sumter Counties), and the high-demand

jobs in the local area which can be specific to a local employer or a job placement service such as Career Source.

The College will partner with municipalities and local nonprofit organizations to secure no cost or low-cost space to hold classes in the most impacted communities, reducing or eliminating travel outside the community. Courses and materials will be free to the student. The College will develop employer partnerships to assist program participants in accessing more job opportunities with local employers.

Students will not be required to commit to a 16-week semester or traditional course schedule. Courses will be scheduled in modular formats and offered on days and at times that fit the needs of the community. Each student will be assigned an “Education and Resource Navigator” to help them identify the resources needed for success in the training program, such as childcare and transportation assistance, and to connect them to community and/or College resources as needed. The Education and Resource Navigator will also assist program participants with planning their education and career pathways.

Students may pursue a pathway (a) from the Seminole Commits coursework to employment or (b) from the Seminole Commits coursework to college credit *and* employment. Both pathways lead to jobs that provide better opportunities for economic advancement, such as higher wages and/or additional opportunities for career advancement. While many of the first-time participants in Seminole Commits courses will not be at a sufficient academic level initially to quickly obtain industry certifications and/or certificates, it is anticipated that participants will grow with us and eventually become students enrolled in a workforce training program, certificate program, or degree. In this way, the Seminole Commits program will accelerate economic recovery from the pandemic and promote economic stability for those households and communities that have been negatively impacted by COVID-19.

As an example, Seminole Commits participants may need to develop Microsoft Office skills as a starting point toward employment or upskilling for a better job. As they master these skills, they can then pursue more specific courses through the program that lead to an industry certification and employment with a higher wage. With courses offered at more convenient times and location, and in shorter modules, students will achieve milestones more quickly to encourage them to persist in coursework.

The Scope of Work encompasses the following components:

Needs Assessment

The College is developing relevant surveys for community residents, program participants, and business partners designed to identify workforce training needs and opportunities. The data gathered from these surveys will help to inform the types of programs to be offered through the Seminole Commits initiative based on employer needs, community engagement, and participant interest. The needs assessment surveys will also help to inform the locations of services and will be an ongoing activity conducted as new employers and partnerships are being considered for the program. Initial aggregate results will be shared with the County as soon as data is available, with subsequent survey results presented through the quarterly reporting process. Programming will be evaluated and adjusted based on the survey results.

Infrastructure

Seminole State will pursue partner development by identifying municipalities, nonprofit organizations, and employers to aid in program implementation and provision of resources. The College will also develop the program infrastructure to include establishing MOUs with partners, securing space for courses, developing promotion and communication strategies with partners, hiring staff, refining the enrollment processes, and other startup activities. This is a key component of implementing and sustaining the Seminole Commits initiative and will be ongoing.

The College has an established relationship with CareerSource Central Florida (CSCF), which includes a MOU for partnership in the Adult General Education and ESOL training grant with the Florida Department of Education. Discussions have already been initiated with CSCF to explore leveraged resource options for the Seminole Commits training program. As part of the ongoing infrastructure development, the College will meet with CSCF periodically throughout the project to further explore financial resources that can be used to positively impact our residents and businesses, as well as address the County's hiring needs.

Course and Program Development

Using the results of the needs assessment, College and community leaders will identify relevant existing Seminole State programs that may be adapted for the Seminole Commits community course offerings. Programs that are closely aligned with local employment needs will be prioritized. As part of the analysis, the College will partner with Seminole County's Economic Development team to identify training opportunities that would address employment vacancies for the County, as well as local cities and municipalities. At present, the link to the business needs assessment is ready, and initial distribution will include the College's Handshake partners and advisory board members. Additionally, the County plans to share it with the Economic Development team's business contacts and through their digital marketing platforms. Seminole State will also use local chambers' lists to push out the link. A plan for course delivery tied to the needs assessment will be established within 30-60 days after an adequate number of initial survey results are received.

Surveys and partnerships may reveal training needs that cannot be met within the current scope of the College programming, but these needs will be communicated to Seminole State's Executive Leadership Team and considered, as appropriate, for future curriculum development.

Faculty will create continuing education coursework derived from the current Seminole State College credit programs which would lead to sustainable employment in the identified fields. Course schedules that are responsive to limitations of the target population (e.g. shorter course length, evening hours) will be designed in collaboration with community partners. The Education and Resource Navigator will communicate with program participants about positions available with partnering businesses and will refer students to Career Source for local jobs and to the Seminole State College's "Handshake" employment page/program.

Program Recruitment

Multiple promotional and recruitment activities will be held in collaboration with partners to ensure that individuals who want and are available for work in the identified communities will be informed of the training opportunities. The College has already recruited employee volunteers for the Seminole

State Commits project who will assist in a variety of outreach activities. Additionally, each recruited student will be matched with an Education and Resource Navigator who will act as a resource, advisor, and support person, creating a pathway for the student to gain stable employment and economic advancement, higher wages, and/or additional opportunities for career advancement. Knowing that the population most in need of the Seminole Commits services are often the hardest to reach, it is anticipated that enrollment will be small at first, but that it will grow as trust is established within the communities and participants spread the word to friends, family, and neighbors. Additionally, our partner organizations will be instrumental in program recruitment from their existing client bases.

Program Launch

Courses will be delivered in Seminole County communities based on local workforce needs and surveys from business partners, employers, and the community members' interests. Data will be collected to evaluate the program's success and adjustments made as needed to achieve results:

- Number of students enrolled in course modules
- Number of students who persist to completion
- Length of time to completion
- Number of students who achieve credential (certification or certificate)
- Number of students who enroll in college credit courses
- Pre- and Post-evaluation of student skills will take place as applicable or appropriate based on individual course offerings. Seminole Commits courses are intended to be delivered in shorter modules, with initial courses for certain participant populations designed to introduce or reintroduce them to a formal learning environment with limited "hard skills" expected as learning outcomes. Types of assessments to be implemented may include:
 - Self-assessment at the beginning of a course through student survey
 - Instructor observation of students' strengths and weaknesses at the start of a course
 - GED/ESOL would have a pre- and post-test to document knowledge gains
 - Every class will have either a post-test or an exit survey (see below).

Students will be given an exit survey upon completion of each course to evaluate effectiveness and perceived benefit to the student. Within the survey, students will be asked for permission to receive follow-up inquiries from the College regarding employment status, salary/wage achieved, and future education and career goals.

Budget – see next page

Anticipated Budget (5/1/23 – 9/30/25)

Item	Estimated Cost
Personnel – Salary/Wages/Fringe Benefits <ul style="list-style-type: none"> • Project Manager • Partnership Coordinator • Instructors (teaching and curriculum development) • Education and Resource Navigator 	\$538,200
Travel	
<ul style="list-style-type: none"> • Local travel for needs assessment, travel to instruction and employment sites • Regional travel to research other community models • Professional Development 	\$20,000
Materials/Supplies <ul style="list-style-type: none"> • Instructional materials 	\$120,000
Other <ul style="list-style-type: none"> • Printing handouts/flyers, Telecom, Shipping 	\$3,017
Stipends (excluded from IDC) <ul style="list-style-type: none"> • Student stipends for wraparound services • Incentives for newly employed workers • Employer subsidies • Course Fees • Food for participant “Lunch and Learn”/similar learning activities 	\$216,600
Total Direct Costs	\$897,817
Modified Total Direct Costs (excludes equipment and stipends)	\$681,217
Indirect Costs (15% Modified Total Direct Costs)	\$102,183
TOTAL	\$1,000,000