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1. PROGRAM SUMMARY

a. Applicant Organization’s Full Legal Name

Tallahassee Community College Board of Trustees

b. Project Director’s Name, Title, Street Address and Mailing Address

Rick Frazier, Director, Economic Development and Corporate Services
Tallahassee Community College
444 Appleyard Drive
Tallahassee, FL  32304
frazierr@tcc.fl.edu  850/201-8708 (office)  850/201-8670 (fax)

c. Certifying Representative’s Name, Title, Street Address, and Mailing Address

Dr. William D. Law, Jr., President
Tallahassee Community College
444 Appleyard Drive
Tallahassee, FL  32304
lawb@tcc.fl.edu  850/201-8660 (office)  850/201-8612 (fax)

d. Funding Requested

$182,429

e. Grant Topic

Residential Construction general safety and health hazards, including falls

f. Abstract

The goal of this project is to provide training and education programs for employers and employees in the fast-growing Florida masonry industry about residential construction
general safety and health hazards, including falls. This goal will be achieved by accomplishing the following objectives: 1) Recruiting employees and employers for the training; 2) Conducting and evaluating the training, and 3) Conducting follow-up evaluations with individuals trained by the program to determine what changes were made to reduce hazards in their workplaces as a result of the training. A critical need exists for this project in Florida. The state ranks second nationally in masonry workers, and a 2007 study found that 92% of Florida construction companies provide no safety training. The project will be conducted through a strong partnership led by Tallahassee Community College (TCC) in collaboration with the Florida Masonry Apprentice & Educational Foundation, Inc., which represents masonry contractors. The project performance period will begin September 30, 2007 and end on September 30, 2008.

g. Applicant Background

TCC is an open admission, comprehensive 2-year institution of higher learning that serves over 25,000 students annually. Founded in 1966, TCC is one of 28 members of the Florida Community College System and has over 1,100 employees at six instructional sites in north Florida. TCC’s budget for the current fiscal year is $110 million. TCC’s passionate commitment to workforce development is realized by providing educational programs of the highest quality with Associate degrees in 42 curriculum areas, 14 certificate programs in 16 vocational areas, and a wide variety of workforce development training programs that serve over 13,000 individuals annually. Training sponsors include 12 state and four federal agencies, private employers, and other partners. TCC was reaccredited by the Southern Association of Colleges and Schools (SACS) in 2005.
2. TECHNICAL PROPOSAL

a. Statement of Need

In order to properly assess North Florida’s need for OSHA training within the construction industry and construction-related businesses such as product suppliers; it is prudent to view the state within the context of national trends. According to the U.S. Bureau of Labor Statistics (BLS), of 4,214,200 non-fatal cases (injury vs. illness), 94.2 percent (3,971,700) were injury-related. Illnesses only accounted for 5.8 percent (242,500).

Construction injury rates are high: The BLS estimates that 1,200 American construction workers die in falls on the job each year. While the construction industry only employs about seven percent of the nation's workforce, construction sites accounted for 21 percent of workplace deaths. The Census of Fatal Occupations Injury Summary revealed that private construction industry accounts for more fatal work injuries than any other sector—about one out of every five.

A University of Florida study found that construction deaths and injuries could have been prevented if existing OSHA safety rules were followed. 37 Florida companies were studied (a subset of a national database). Safety rules were rarely followed, and management rarely provided safety training.

- 92 percent offered no safety training
- 30 percent had no general safety plan
- 54 percent did not provide orientation for new workers

Over 30,000 construction occupational injuries (mostly falls, transportation incidents and exposure to harmful substances and environments) were recorded by Florida’s Department of Financial Services in 2005.
Even though residential construction has slowed in much of the country, Florida’s residential construction industrial is comparatively strong. In turn, demand has increased pressure among contractors to produce at a rapid pace. By some estimates, the construction of single-family homes is near the level of the post World War II housing boom. 2006 BLS estimates list Florida’s construction sector employment exceeding 510,000.

In Florida, construction is as big as it is dangerous. According to the U.S. Department of Labor (DOL), the Florida masonry industry represents $2.1 billion in construction activity; 528 million concrete block produced and installed in the state; 195 million brick installed in the state; and over 8,800 masons and tenders are employed in the state. Florida has the 2nd highest number of working masons in the country, only tailing the state of New York. It is projected by the year 2012; Florida will lead the county in working masons. Masons are listed on the Statewide Demand Occupational List for 2007 – 2008 compiled by the State of Florida – Agency for Work Innovation (AWI) – Labor Market Information.

**Economic Impact** – Nationally, the total direct and indirect costs associated with workplace injuries are estimated to be $155.5 billion—nearly 3 percent of the gross domestic product (GDP). **Employer and employee direct costs** included medical expenses for: hospitals, physicians, medications, and health administration costs. **Employer and employee indirect costs** included: loss of wages, cost of fringe benefits, employer retraining, and workplace disruption costs. Workers' Compensation covers roughly 27% of all these costs; taxpayers paid approximately 18% through contributions to Medicare, Social Security and Medicaid. Workers’ Compensation claims continue to be cited as critical factor in the success or failure of small businesses in the state of Florida.
b. Administrative and Program Capacity

TCC manages over $50 million in annual expenditures in Federal and non-Federal grants. Most of these grants were awarded by Florida State agencies (i.e., Departments of Children & Family Services, Corrections, Education, Financial Services, Health, and Transportation); corporations; foundations; and other organizations. Current federal awards are listed in Table 1.

**TABLE 1. Active Federal Grants and Contracts on July 1, 2007**

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Amount</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Science Foundation</td>
<td>$460,000</td>
<td>Science and Technology Scholarships (S-STEM)</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>1,843,410</td>
<td>Title III Strengthening Institution Program</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>880,000</td>
<td>Educational Talent Search Program</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>473,364</td>
<td>Fund for Improvement of Postsecondary Education</td>
</tr>
<tr>
<td>U.S. Department of Education</td>
<td>297,600</td>
<td>Satellite Education Centers Program</td>
</tr>
<tr>
<td>U.S. Dept. of Health &amp; HS</td>
<td>441,929</td>
<td>Health Care Training Equipment Program</td>
</tr>
<tr>
<td>U.S. Department of Justice</td>
<td>394,657</td>
<td>Criminal Intelligence Training Program</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,790,960</strong></td>
<td></td>
</tr>
</tbody>
</table>

(Source: TCC Business Office, 2007)

**Business Organization** – Any grant or contract awarded as a result of this application will be between the TCC Board of Trustees and the Government. The college operates under Office of Management and Budget Circular A-21 for rates, distribution, and negotiations. TCC received a comprehensive annual audit by the State of Florida in 2006. The results of that audit were satisfactory. TCC operations also are reviewed by the audit staffs of various Government and non-Government organizations with which TCC has grants or contractual agreements, State of Florida auditors, and TCC internal auditors as well as the external auditors who perform the
annual audit of the college. TCC’s property and procurement control systems also are periodically inspected by auditors.

TCC uses the contract administration procedures developed by the college. TCC uses a specialized Management Information System (MIS) that uses data input and generates reports that support the college’s system for contract administration. These tools are used to help manage and administer Government grants and contracts.

**Management Structure** – The Susan Harwood Training Project will be led by the TCC Division of Economic & Workforce Development (EWD). The Vice President for EWD reports to the TCC President who, in turn, reports to the District Board of Trustees appointed by the Governor and confirmed by the Florida Senate. EWD programs are supported and guided by the Division of Administrative Services, whose Vice President reports to the TCC President. The Administrative Services Division supports all programs with financial accounting, tracking, and reporting. It also provides complete logistics support and all other required business functions. Please see Section 3 of this proposal for the Organization Chart for the project.

c. **Program Experience**

This project will be managed by TCC’s Economic & Workforce Development Division (EWD), which has strong experience in providing training programs of the highest quality to over 13,000 individuals annually. The mission of EWD is to “provide innovative solutions that strengthen our region’s economy and workforce competitiveness.” EWD has managed and delivered a number of workforce development training projects comparable to the Susan Harwood grant. For example, through the Beacon Project funded by Florida Workforce, Inc. (a public-private partnership) EWD has trained 140 job seekers in occupational specific skills such as construction safety, masonry tender, cabling. Our experience in providing safety training is
illustrated in two examples: 1) First, the division by the end of August 2007 will have trained 65 first-line supervisors and mid-managers at a local agricultural processing plant in workplace safety, and 2) Second, the division trained 30 technicians in basic safety, including ladder safety, for a Fortune 500 company. The breadth of TCC’s experience also is demonstrated in:

- EWD’s training over 3,000 individuals annually in a variety of occupation specific and soft skills, such as information technology, insurance, management, safety, and health, and

- EWD’s Pat Thomas Law Enforcement Academy (PTLEA) training over 10,000 additional individuals annually for all 14 state-level law enforcement agencies in Florida including the Florida Department of Law Enforcement, Florida Highway Patrol, Florida Fish & Wildlife Conservation Commission, the Florida Department of Transportation, the Florida Department of Agriculture, the Florida Department of Environmental Protection. The academy is certified by the Florida Criminal Justice Standards and Training Commission to provide all Commission-approved curricula.

d. Staff Experience

An outstanding team will lead the Susan Harwood Training Grant Program Project. Provided below is a description of the experience and training of key personnel.

1) **Project Director** (25% time; institutionally funded by the Applicant) – The Project Director will have primary responsibility for the organization, implementation and oversight of the project with full authority to manage the project. **The Project Director will report directly to the Vice President for Economic & Workforce Development in standing one-on-one weekly meetings.**
TABLE 2 – Project Director Duties

|   |                                                                 |
|---|==================================================================|
| 1.| Provide overall project leadership and supervision              |
| 2.| Advise the President of the project’s progress on a regular basis|
| 3.| Develop and distribute project policies and procedures in a Management Manual |
| 4.| Establish and supervise data collection and reporting systems for project objectives |
| 5.| Be responsible for fiscal management including compliance with federal requirements |
| 6.| Staff recruitment and selection                                 |
| 7.| Oversee the evaluation process including producing evaluation reports |
| 8.| Coordination including convening monthly Executive Advisory Board meetings |
| 9.| Prepare and submit progress reports to the U.S. Department of Labor |
|10.| Communicate the project’s progress through the college community |
|11.| Serve as the project liaison with the U.S. Department of Labor   |
|12.| Institutionalize the project after federal support ends         |

TCC sought effective managerial abilities, deep understanding of the issues, and strong working relationships. TCC chose Rick Frazier, Director of Economic Development and Corporate Services, to serve as Project Director. He will be able to invest 25% of his time in the initiative because most duties of the Project Director are within his current responsibilities.

TABLE 3 – Rick Frazier, Project Director

Rick Frazier, Director of Economic Development and Corporate Services, has over 19 years experience in higher education as a counselor, project manager, and administrator. He graduated from the Florida State University and holds a Master degree in Adult Education. He has managed similar activities in the past including the highly successful Florida reBuilds Program. He will devote 25% of his time to the project as a non-federal cost share.
2) **Training Coordinator** (45% time OSHA funded and 15% funded by Applicant) – The Training Coordinator will be responsible for day-to-day management of the project and will serve as a training instructor.

<table>
<thead>
<tr>
<th>TABLE 4 – Project Coordinator Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Serve as Training Coordinator and supervise training instructors</td>
</tr>
<tr>
<td>2. Foster college-wide participation in the implementation of the project</td>
</tr>
<tr>
<td>3. Ensure accomplishment of Work Plan objectives</td>
</tr>
<tr>
<td>4. Prepare monthly progress reports to Project Director, President and Advisory Board</td>
</tr>
<tr>
<td>5. Coordinate data collection for internal and external evaluations</td>
</tr>
<tr>
<td>6. Serve as a liaison with the U.S. Department of Labor for reports and meetings</td>
</tr>
</tbody>
</table>

The Training Coordinator should possess a comprehensive knowledge of education; occupational skills training; a keen insight into the needs, abilities and expectations of underprepared students; and strong working relationships. TCC chose Irvine Leonard, TCC Coordinator of Construction Programs, to serve as Project Coordinator. He will invest 45% of his time (an additional 15% will be contributed by the Applicant) in the project initiative because most duties of the Training Coordinator are within the purview of his current responsibilities.

<table>
<thead>
<tr>
<th>TABLE 5 – Irvine Leonard, Project Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irvine Leonard, TCC Coordinator of Construction Programs, completed a five year apprenticeship program with Plumbers and Pipefitters Local Union 592, Tallahassee, Florida in 1976. He earned his Journeyman Plumbing License from the City of Tallahassee in 1976. He has 30 years experience in the plumbing and pipefitting trade as well as training apprentices and students. Mr. Leonard was the Apprenticeship Coordinator for Local 592 from 1992-2004.</td>
</tr>
</tbody>
</table>
3) **Safety Instructors** (two 50% time and two 16.5% time; OSHA funded) – These positions will be responsible for assisting the Project Director and Project Coordinator by providing instructional support for all training activities.

<table>
<thead>
<tr>
<th>TABLE 6 – Safety Instructors Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Help plan, design and coordinate a comprehensive educational program and activities in conjunction with the Florida Masonry Education Foundation</td>
</tr>
<tr>
<td>2. Provide instruction to masonry employees</td>
</tr>
<tr>
<td>3. Help coordinate recruitment, orientation, advising research, and retention strategies</td>
</tr>
<tr>
<td>4. Help coordinate data collection for program dissemination, implementation, and evaluation</td>
</tr>
</tbody>
</table>

The Safety Instructors will possess a comprehensive knowledge of safety education in the masonry industry in theory and practice; a keen insight into the needs, abilities and expectations of masonry employees; and a strong background in instruction. The educational requirement for this position is: An Associate’s Degree in a technology-based field, and at least 3 years of instructional experience. Excellent communication skills (written and verbal) are vital.

4) **Institutional Coordinator** (10% time; institutionally funded by Applicant) – **John Chapin**, TCC Vice President for EWD, will serve as Institutional Coordinator. Mr. Chapin has over 30 years of experience as an educator and administrator. He earned a B.S. in Biology from Stetson University, and a M.A. in Biology from the University of South Florida. He is a doctoral candidate at the University of Nebraska, Lincoln. He will be responsible for overall project management and guidance, and will chair the Executive Advisory Board for the project.

5) **Executive Advisory Board** (5% time; institutionally funded) – The Executive Advisory Board is chaired by the Vice President for Economic and Workforce Development and includes representatives of all project partners.
### TABLE 7 – Executive Advisory Board

The Executive Advisory Board will be chaired by John Chapin, TCC Vice President for Economic and Workforce Development. Other members are Kimberly Moore, CEO, Workforce Plus; the Honorable Reginald James, Superintendent, Gadsden County Schools; the Honorable Delores Madison, Mayor, City of Midway; Jamina Scippio-McFadden, TCC Career Center Director; and the Director of the TCC Adult Education Program.

### TABLE 8 – Executive Advisory Board Duties

1. Monitor the project to ensure support with project goals
2. Monitor progress to ensure cost-effectiveness of project activities
3. Assist with the implementation of project activities
4. Participate in the development and implementation of evaluations
5. Disseminate information about the project’s progress to the rest of the community
6. Provide guidance and support to help ensure the success of project activities
7. Meet monthly

### 6. Other Project Personnel

Other Project Personnel are a WebPage Designer (10% OSHA funded for $2,000 who will develop a web site to provide marketing, registration and information dissemination to prospective users), a DVD Producer (30% OSHA funded for $6,000 who will develop a professional DVD that will be used for training purposes after OSHA funding ends and will be in the public domain and available to other users), an Evaluator/Researcher (25% OSHA funded for $5,000), and a Logistics Coordinator/Data Collector (33% OSHA funded at $7,000). Each will report to the Project Director and play a vital role in developing, disseminating and evaluating project activities.
e. Work Plan

The goal of this project is to provide training and education programs for employers and employees in the fast-growing Florida masonry industry about residential construction general safety and health hazards, including falls. This goal will be achieved by accomplishing the following objectives:

1) Recruiting employees and employers for the training;
2) Conducting and evaluating the training, and
3) Conducting follow-up evaluations with individuals trained by the program to determine what changes were made to reduce hazards in their workplaces as a result of the training.

The project will be conducted through a strong partnership led by Tallahassee Community College (TCC) in collaboration with the Florida Masonry Apprentice & Educational Foundation, Inc., which represents masonry contractors. The project performance period will begin September 30, 2007 and end on September 30, 2008.

f. Plan Overview

This project will begin on October 1, 2007 and end on September 30, 2008. Tallahassee Community College and its primary partner, Florida Masonry Apprentice & Education Foundation (FMAEF), will deliver two major training components –

- Direct training to active masonry professionals (mason tenders to master masons) and supplier and vendor employees, such as block manufacturers &
- Train-the-Trainer (focus on direct job site supervisors).
The two training components will be discussed in further detail later in this section. Currently, the FMAEF is a partner in the College’s masonry apprenticeship program as well as the sponsoring our National Center for Construction Education and Research (NCCER) Approved Training Facility (ATF).

The FMAEF partnership provides added creditability to this project through its strong relationships with contractors/subcontractors and/or suppliers/vendors. The primary goal of the Foundation is: “to coordinate and provide education of the masonry trade.” FMAEF is funded by voluntary contributions from key stake holders of the Florida masonry industry, including; but not limited to general contractors, home builders, mason contractors, cement suppliers, block producers and equipment manufacturers. The Foundation was formed by the Masonry Association of Florida (MAF) and the Florida Concrete and Products Association (FC & PA) in July of 2002 as a 501(c) 3 non-profit corporation. Examples of key supporters of FMAEF include Cemex, Rinker, Florida Rock Industries, Painter Masonry, Inc., USA Block, Pulte Homes and Falcon Construction.

TCC and FMAEF plan to use existing NCCER safety training material currently used by the masonry industry and Occupation specific Spanish curriculum created by Command Spanish®. Per the RFP, all training material will be submitted to USDOL - OSHA for formal review and approval if the college is awarded a project. The training content will focus on residential masonry general safety and health hazards with emphasis on preventing falls, scaffolding, rigging and power tool (concrete saws) accidents.

TCC and FMAEF will develop an advisory group focusing on safety issues related to the residential masonry industry in Florida. The goal would be to continue the efforts of the training
well beyond the end of the project. This advisory group will meet at least one time during the life of the project.

Both TCC and FMAEF have a very successful track record in providing just-in-time construction related training, pre-apprenticeship, apprenticeship and other industry training. Given our existing connection to the masonry industry the goal will be to provide training with a Return on Investment (ROI) for the employee and employer in a convenient time frame (limited interference with work schedule) and formatted (focus on criticality) for maximum impact.

To recruit employees, TCC and FMAEF will solicit contractors, subcontractors, suppliers, and vendors both indirectly and directly in the target geographic area (34 county region out of a total of 67 counties that make up the state of Florida comprised of approximately 20,000 square miles) encompassing an area almost 1/3 the state of Florida (from Gainesville [Alachua County], Florida north to the Georgia state line and from Jacksonville [Duval County], Florida west to Pensacola [Escambia County], Florida) on the benefits of participating in the project.

Specifically, we will engage members of the Masonry Association of Florida (MAF), the Florida Concrete Product Association, local home builder associations, such as the Tallahassee Home Builders’ Association, the Florida Home Builder Association (state level association) and
using the State of Florida’s Department of Professional Regulation data base for licensed mason contractors/subcontractors. Historically, the target groups located in the aforementioned geographic area have been significantly underserved in receiving safety training compared to other regions of Florida. Additionally, this region has a significant number of rural subcontractors who will benefit from the training. We will place special emphasis on training subcontractors with less than 250 employees. Potential trainees and participating employers will be recruited through telephone calls, email blast, post cards, flyers, letters and face-to-face visits. Recruitment will also take place at trade shows or conventions targeting Florida’s masonry industry in Florida, such as the MAF fall convention and the February 2008 Builders Show to be held in Orlando, Florida.

Employee training will be coordinated for delivery on-site (at the actual work site) to the greatest extent possible therefore maximizing the number of employees trained while eliminating transportation issues and other barriers. The curriculum will be offered in both English and Spanish formats and taught by instructors proficient in the appropriate target audience’s language. Given various reading levels, we will devote substantial time to “hands-on or demonstration” best practices in workplace safety supplemented by handouts. It is anticipated the awareness training package for employees will be offered in a two hour block per employee group. To promote project benefits related to participating in the training, potential trainees will be provided English or Spanish “Fact Sheet” why they should attend and complete the employee focused training. The sheet will outline both economic and human impact on an employee if they are hurt on the job. The “Fact Sheet” will be included with the employee’s paycheck to coincide with upcoming/planned on-site safety training. Each employer will be asked to pay the trainees while the employee participates in training in order to demonstrate the employer’s commitment
regarding the criticality of OSHA workplace safety training. It is anticipated 400 residential masonry industry related employees will be trained during the twelve month project timetable. We expect the on-the-job accidents related to falls, scaffolding, rigging and power tool (especially concrete saws) will be reduced by at least 15% from the previous calendar year (please note the 15% reduction is a sum of both the employee and supervisor training components).

We realize there will be a lack of adequate classroom space or meeting facilities on-site for employee training. To compensate for this fact, the project will make a substantial, but strategic investment (purchase) in a “mobile classroom unit” (a large event tent with side walls, portable air conditioners and heaters [make the portable classroom as conducive for learning], tables, chairs, white board, video equipment, tools, supplies, job boxes, trailers to transport the portable classroom, etc.) in order to deliver the training on-site. The decision to purchasing vs. renting was based on the fact if the project rented equipment, such as a tent or trailers, we would be hampered by vendors having the equipment available that coincided with our training schedule. Employers will be expected to provide power at no cost to the project. The college will rent vehicles as needed to transport the portable classroom equipment to each site. These program costs will be reflected in the project budget. The College’s threshold for capitalized equipment is $5,000 per unit. No individual equipment unit to be purchased will exceed $5,000 therefore no equipment for this project will be capitalized.

The same primary target group that assisted in the recruitment of the mason professionals or industry related employees will also be targeted for participation in the Train-the-Trainer (employer) training component. Again, the call to action to engage contractors, subcontractors, suppliers and vendors is based on the financial benefit of participating in OSHA safety training
through reduced costs (workers compensation – reduced experience modification rate [EMR] or accident frequency & severity of claims, down time, etc.). Our goal of the Train-the-Trainer training component is two-fold:

- Provide a structure for the employer designated trainer to provide safety training to incoming masonry trade professionals or other related masonry industry employees and to provide continuous training even at the conclusion of the project, and
- Reinforce employees who participated in the project funded training for best safety practices or intervene when employees are engaged in unsafe workplace safety practices. The Train-the-Trainer will be offered four times at four different off-site job locations, such as Gainesville, Jacksonville, Tallahassee and Pensacola. It is anticipated that three of the Train-the-Trainer classroom sites will require rented space. TCC will provide college space free of charge for the Tallahassee class.

The project will target supervisors working directly with the masonry professional or other industry related employee in order to achieve the maximum impact on reducing work-related injuries and accidents. The Train-the-Trainer curriculum will be offered in one five hour block. It is likely the Train-the-Trainer will only be offered in English given the demographics of the current pool of supervisors in North Florida.

A customized module of an occupational Spanish course (Command Spanish® - Spanish for Construction Sites) designed specifically for the non-Spanish speaking site supervisor will be delivered. The goal is to teach the non-Spanish job site supervisor critical safety commands in Spanish. The Command Spanish® course will be offered in one three hour block. It is anticipated that 75 supervisors will be trained in the Train-the-Trainer component.
Additionally, TCC and FMAEF will encourage participating employers to utilize the University of South Florida’s (USF) Safety Florida consulting services (TCC is an OSHA training site partner with USF). The goal is to educate employers about the free OSHA safety consulting services provided through USF and to facilitate the connection in order to further abate workplace accidents and injuries in residential construction.

TCC and the FMAEF will add value to the project by creating two post project components to continue emphasizing OSHA workplace safety well after project completion. We have committed to making both resources available for two years after the conclusion of the project. The first post project objective will be a dedicated webpage or link on both the TCC and FMAEF websites. The intent of the dedicated webpage or link is to provide free workplace safety resources to both employee and employer. North Florida masonry related companies (subcontractors) will be sent a post card or email blast advising of the free resource. The second post project objective would be a free DVD highlighting the project’s employee safety training. The free DVD would be distributed to North Florida industry-related groups. Our goal is to encourage employers to develop a safety orientation for new employees and include the DVD as a part of the orientation. The DVD will also be located on the TCC and FMAEF websites.

g. Activities

The following table provides a summary of the project’s critical tasks.

<table>
<thead>
<tr>
<th>Critical Activity</th>
<th>What</th>
<th>Who</th>
<th>When</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Material (Camera Ready)</td>
<td>Training material submitted to OSHA for review &amp; approval</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>No later than 7 days of OSHA award notification</td>
<td>Review by OSHA team</td>
</tr>
<tr>
<td><strong>Safety Advisory Committee</strong></td>
<td>Development of Residential Masonry Safety Group</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>Meet no later than the end of Quarter 2</td>
<td>Safety Advisory Committee to have met at least twice by end of project</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
<td>Hiring of Safety Instructors</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>No later than 2 weeks of OSHA grant award notification</td>
<td>At least 2 instructors per component identified &amp; hired</td>
</tr>
<tr>
<td><strong>Portable Classroom</strong></td>
<td>Purchase of Portable Classroom Components</td>
<td>TCC Assigned Staff</td>
<td>No later than November 2, 2007</td>
<td>All critical portable classroom components purchased</td>
</tr>
<tr>
<td><em>Recruitment</em>*</td>
<td>Recruitment of Trainees.</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>Begin no later than November 2007 &amp; continue to 8/31/2008</td>
<td>At least 400 Employees &amp; 75 Supervisors Trained</td>
</tr>
<tr>
<td><strong>Employee Training</strong></td>
<td>Delivery of Training</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>Begins no later than December 2007 &amp; ends no later than August 31, 2008</td>
<td>At least 400 Employees Trained</td>
</tr>
<tr>
<td>***Train-the-Trainer Training</td>
<td>Delivery of Training</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>Begins no later than February 2008 &amp; ends no later than August 31, 2008</td>
<td>At least 75 Supervisors Trained</td>
</tr>
<tr>
<td><strong>Post Project Components</strong></td>
<td>Development &amp; Distribution of Post Project Components: Safety website &amp; DVD</td>
<td>TCC &amp; MFAEF Assigned Staff</td>
<td>Safety website developed &amp; available no later than 7/31/08 DVD developed &amp; available for distribution no later than August 31, 2008</td>
<td>At least 500 companies notified of Safety website At least 200 DVDs distributed</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Completion of Evaluation</td>
<td>TCC Assigned Staff</td>
<td>Formative evaluation begins no later than the start of first training session delivered &amp; on-going.</td>
<td>All Evaluations completed</td>
</tr>
</tbody>
</table>
**Project Close Out**

| Completion of Close Out | TCC Assigned Staff | Begins August 2008 & ends by date stipulated by grant | Close out completed successfully |

*Recruitment of Trainees – As described earlier in the Plan Overview section of the proposal, trainees (employees and supervisors) will be recruited from existing masonry related companies in North Florida. Potential trainees and participating employers will be recruited through telephone calls, email blast, post cards, flyers, letters and face-to-face visits. Recruitment will also take place at trade shows or conventions targeting Florida’s masonry industry in Florida, such as the MAF fall convention and the February 2008 Builders Show to be held in Orlando, Florida.*

To promote project benefits related to participating in the training, potential employee *trainees* will be provided English or Spanish “Fact Sheet” why they should attend and complete the employee focused training. The sheet will outline both economic and human impact on an employee if they are hurt on the job. The “Fact Sheet” will be included with the employee’s paycheck to coincide with upcoming/planned on-site safety training. Each employer will be asked to pay the trainees while the employee participates in training in order to demonstrate the employer’s commitment regarding the criticality of OSHA workplace safety training.

The same primary target group that assisted in the recruitment of the mason professionals or industry related employees will also be targeted for participation in the Train-the-Trainer (employer) training component. The companies will identify and select *supervisors* to attend the Train-the-Trainer training component.
** Employee Training – As described earlier in the Plan Overview section of the proposal, training sessions will be compressed in a one two hour training session. Our goal is to provide the training at the worksite to the greatest extent possible. The curriculum will be offered in both English and Spanish formats and taught by instructors proficient in the appropriate target audience’s language. Given various reading levels, we will devote substantial time to “hands-on or demonstration” best practices in workplace safety supplemented by handouts. The key subject areas to be taught are: general safety, preventing falls, scaffolding, rigging and power tool (especially concrete saws) accidents.

*** Employer Training (Train-the-Trainer) – As described earlier in the Plan Overview section of the proposal, the Train-the-Trainer will be offered four times at four different off-site job classroom locations, such as Gainesville, Jacksonville, Tallahassee and Pensacola. The key subject areas to be taught are: general safety, preventing falls, scaffolding, rigging and power tool (especially concrete saws) accidents. The Train-the-Trainer curriculum will be offered in one five hour block. It is likely the Train-the-Trainer will only be offered in English given the demographics of the current pool of supervisors in North Florida. A customized module of an occupational Spanish course (Command Spanish® - Spanish for Construction Sites) designed specifically for the non-Spanish speaking site supervisor will be delivered. The goal is to teach the non-Spanish job site supervisor critical safety commands in Spanish. The Command Spanish® course will be offered in one three hour block.
h. Quarterly Projections

In the table below are denoted the project’s quantifiable activities by quarter

**TABLE 10. Quantifiable Activities by Calendar Quarter**

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<thead>
<tr>
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<tbody>
<tr>
<td>Safety Advisory Committee Meetings</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Trained Employees</td>
<td>30</td>
<td>120</td>
<td>125</td>
<td>125</td>
<td>400</td>
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<tr>
<td>Trained Employers (Train-the-Trainers)</td>
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<td>25</td>
<td>25</td>
<td>25</td>
<td>75</td>
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<tr>
<td>Number of Employee Classes Conducted</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Number of Employer (Train-the-Trainer) Classes Conducted</td>
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<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Post Project Components</td>
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<td>2</td>
</tr>
<tr>
<td>Evaluations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

i. Materials

As described earlier in the Plan Overview section of the proposal, TCC and FMAEF plan to use already existing NCCER safety training material currently used by the masonry industry and Occupation specific Spanish curriculum created by Command Spanish®. Training materials will be submitted for OSHA review and approval no later than seven days of OSHA’s award notification.

j. Evaluations

TCC and FMAEF will develop a level one training evaluation to evaluate the training sessions. A sample evaluation is included as an attachment. All written evaluation tools will be provided in both English and Spanish.
Plan to Evaluate Progress – TCC will utilize a second level of evaluation by charting the project’s progress by comparing “Planned vs. Actual” key benchmarks. This will be completed on a monthly basis to ensure corrective action can be taken in a timely fashion. The critical benchmarks will be the same activities noted in the Activities table and Quarterly Projection sections of this proposal. The Project Coordinator (an assigned TCC employee) will be responsible for tracking the project’s progress and also recommending and implementing corrective action plans. If desired, TCC will submit a quarterly report (would be provided no later than 30 calendar days after the end of the previous quarter) to OSHA summarizing trainee evaluation of the training sessions and a comparison of “Planned vs. Actual.”

Plan to Evaluate Effectiveness of Training – TCC and FMAEF believe that most critical evaluation is what training actually did to reduce workplace accidents. We will evaluate the impact using both qualitative and quantitative methods. All evaluation outcomes will be transmitted to OSHA no later than October 31, 2008.

Qualitative - The project will sample trainees, both employees and supervisors (employers), using a brief telephone survey (it is anticipated the employee trainees will be difficult to survey given the nature of this population moving from job-to-job and their overall mobility). A research methodology will be utilized to obtain a sample comparable to the total trainees completing training. The survey will focus on behavior changes in the workplace that have abated unsafe work habits.

Quantitative – Using an accepted research methodology staff will sample companies (employers) who participated in the training. Evaluators will interview (either face-to-face or by telephone) the companies selected as a part of the sample size. The purpose of the interview is to compile the number of workplace accidents prior to training (pre) to the raw number of accidents
after training (post). TCC and FMAEF expect at least a 15% decline in workplace accidents in
the sample size as result of the training.
FIGURE 3. Organizational Chart for the Susan Harwood Training Program

- Tallahassee Community College Board of Trustees
- President (Dr. William Law, Jr.)
- Executive Advisory Board
- VP for Economic & Workforce Development (J. Chapin)
- Training Coordinator (Irvine Leonard, TCC)
- Safety Training Instructors
- Project Director (Rick Frazier)
- Web Designer, DVD Producer, Logistics Coordinator, Evaluator/Researcher
- Division of Administrative Services
- Employee and Employer Recruitment Coordination (Al Herndon, FMAEF)