

Triumph Gulf Coast, Inc.





WHS Welding

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WHS Welding

Applicant Information

Applicant: Gulf District Schools (no co-applicants)

Applicant Information:

- Public School System
 - Governed by an elected five-member board
 - Superintendent: Jim Norton
- Federal Employer Identification Number: 59-6000626
- Primary Contact: Lori Price, Assistant Superintendent for Instruction
 150 Middle School Road
 Port St. Joe, Florida 32456
 Phone: 850.229.6940
 Fax: 850.227.1999
 eMail: lprice@gulf.k12.fl.us
 Website: www.gulfcoschools.com
- Comprised of two Pre-K through 6 Title I elementary schools & two 7-12 high schools
- Current Enrollment: 1846
- 2018 School Grades:
 - Port St. Joe Elementary: C
 - Port St. Joe Jr.-Sr. High School: B
 - Wewahitchka Elementary School: B
 - Wewahitchka High School: B

District Grade History

Year	Grade	Year	Grade
2018	B	2014	C
2017	B	2013	C
2016	B	2012	B
2015	B	2011	A

Participating School Information

School	Master School ID Number	Principal	Address	Phone	Fax	Current Enrollment
Wewahitchka High School	0081	Jay Bidwell	1 Gator Circle Wewahitchka, FL 32465	850.639.2228	850.639.5394	351

Demographic Breakdown of Students (Source: most recent School Public Accountability Report)

Racial/Ethnic Group	State %	District %	WHS %
White	38.7	78.0	82.0
Black or African American	22.3	12.8	11.3
Hispanic/Latino	32.4	4.0	*
Asian	2.7	0.4	*
Native American or Other Pacific Islander	0.2	0.1	0
American Indian or Alaska Native	0.3	0.2	*
Two or More Races	3.4	4.6	4.2
Special Education			
Disabled	13.4	17.5	17.7
Economically Disadvantaged	58.8	60.5	62.6
ELL	13.4	0.6	0
Migrant	0.5	0.2	0
Gender			
Female	48.7	49.1	54.1
Male	51.4	50.9	45.9
<i>Note: * indicates a subgroup fewer than 10</i>			

Student Performance Data
 (Source: most recent School Public Accountability Report)

(Source: most recent School Public Accountability Report)	State %	District %	WHS %
Achievement Factors			
Graduation Rate	80.7	81.5	81.4
High School Dropout Rate	4.0	4.5	6.5
College Going	75	60	52
Percent of Scoring Satisfactory or Above/ELA	51	50	42
Percent of Scoring Satisfactory or Above/Math	64	62	54
Percent of Scoring Satisfactory or Above/Science	55	50	58

School Grades History

Year		Year	
2018	B	2014	B
2017	B	2013	C
2016	C	2012	C
2015	C	2011	B

Professional Qualifications of Teachers
 (Source: most recent School Public Accountability Report)

Education Level of Teachers	State %	District %	WHS %
Bachelor's Degree	67.0	76.3	82.6
Master's Degree	30.9	22.9	13.0
Specialist Degree	1.0	0.8	4.3
Doctorate	1.1	0	0
Teaching In-Field	91.7	95.4	85.1
Teaching Out-of-Field	8.3	4.6	14.9

- Total Amount Requested: \$250,000
- Applicant has not applied for this proposed project in the past.

Financial Status: Gulf District Schools is in sound financial status. Management's Discussion and Analysis report can be found in Attachment 1. The applicant has not applied for bankruptcy in the last ten (10) years.

Eligibility

1. Eligibility is based on the proposed program's preparation of students for future occupations and careers at a 7-12 institution with a campus in the disproportionately affected county of Gulf. The program increases students' skills and knowledge; encourages industry certifications; strengthens career readiness initiatives; and teaches transferable, sustainable workforce skills that are not confined to a single employer.

2. Project Title: WHS Welding

Project Description: The proposed workforce training focuses on providing welding instruction via a certified welding instructor to high school students at Wewahitchka High School (WHS). By retrofitting an existing vocational building on that campus, students can receive the training necessary to obtain industry certification in welding through a National Center for Construction Education & Research (NCCER) approved program. The NCCER workforce development process of accreditation, instructor certification, standardized curriculum, registry, assessment and certification is a key component in the industry's workforce development efforts. The standardized core curriculum includes modules on basic safety, construction math, hand & power tools, construction drawings, communication & employability skills, and an introduction to material handling. The Welding Level One curriculum includes welding safety, oxyfuel cutting, plasma arc cutting, air-carbon arc cutting & gouging, base metal preparation, weld quality and joint fit and alignment. It also includes shielded metal arc welding (SMAW) equipment, electrodes, beads & fillet welds with backing, groove welds and open root groove welds. Completion of these two levels results in Level One Industry Certification. At the next level, accelerated students are taught to read welding symbols and welding detail drawings. The physical characteristics and mechanical properties of metals, gas metal arc welding (GMAW) & flux-cored arc welding (FCAW) are also covered in depth. Completion of this curriculum results in Level Two Industry Certification. Students are required to master appropriate hands-on performance tasks at all of the three curriculum levels.

The primary objective of the program is to produce high school graduates with industry certification in the area of welding. Prior to Hurricane Michael, this geographic was ripe for the development of ports, maritime-related companies, and growing shipbuilding industries. Deseret Cattle & Timber recently acquired large tracts of land in Gulf County and placed job postings for Mechanic/Welder positions. This bodes well for graduates with welding certification and skills. Hurricane Michael left unfathomable damage in its wake, but in doing so created more demand for skilled laborers such as welders.

After school hours the instructor and facility could be used to offer training to the public so that individuals can increase their employability by learning welding basics or honing existing skills. Tuition would be kept a minimum and used only to cover the costs of operation. Funding provided through this grant would be used to retrofit and equip an existing vocational building at Wewahitchka High School. It would provide electrical power for welding machines, welding booths, necessary hand tools and appliances, and start materials. It would not be used for salaries, classroom computers or textbooks.

Funding provided through this grant would be used to retrofit and equip an existing vocational building at Wewahitchka High School. It would provide electrical power for welding machines, welding booths, necessary hand tools and appliances, and start materials. It would not be used for salaries, classroom computers or textbooks. The WHS Welding program is in its infancy with two classes taught during the first semester and four the second semester of this school year. The instructor possesses certification in both carpentry and welding and has designed a blended model of instruction that will allow students to obtain industry certification in either field or in both. This is possible as the programs share a common Core Curriculum.

As stated, the program is in its infancy and is functioning with limited equipment and resources. Six welding machines were purchased using Title IV Student Support and Academic Enrichment Grant. However, only three of these machines are currently in use because the available electrical wiring is inadequate.

Tom P. Haney Technical Center in Panama City offers a Welding Technology program and a Welding Technology-Advanced program. WHS students who have successfully completed the core curriculum and the Welding Level One curriculum meet the criteria for enrollment in Welding Technology – Advanced. Those who have completed only a portion of the curriculum would be enrolled in Welding Technology and resume studies and continue to progress through the program.

The training will be delivered in a classroom and workshop setting at Wewahitchka High School in Wewahitchka, Florida. Computer-based assessment as well as hands-on performance measures are integral parts of the program.

Project Location:

Wewahitchka High School
1 Gator Circle
Wewahitchka, Florida 32465

Proposed Timeline:

January 2019:

- submit application to Triumph board

March – July 2019:

- purchase equipment and supplies per board approved budget upon acquisition of budget

May 2022:

- first cohort of students complete course work and obtain industry certification

The program will be in the disproportionately affected county of Gulf, but will it effect will be felt in all surrounding counties as well.

3. Transformational Effect

Northwest Florida FORWARD is a thirteen-county regional strategic initiative that focuses on promoting economic growth and vitality. This project shares in its mission and goals.

The proposed project will promote a transformational effect by:

- Allowing students to develop assets and skills and become a workforce for growing area businesses
- Establishes an employer-driven workforce training initiative
- Expanding work-based learning and career exploration opportunities for students
- Developing employability skills to reduce employment barriers
- Strengthening the area's economy through enticing new businesses to the area and supporting the expansion of existing businesses
- Encouraging entrepreneurship and innovations which promote future economic growth
- Creating an area appeal to both residents and visitors and entice a new generation of talented and creative individuals and companies

The economic future of any area depends upon the workforce available in that area. Career and technical education programs like that proposed here are crucial to creating that workforce. Economic development leaders work to encourage new companies to locate in the area, bringing employment opportunities to local communities. These efforts are admirable, but make it of vital importance that training opportunities are provided to the local workforce if they are to be successful and economic progress to occur. Entering companies must be provided a well-trained talent pool in order to seize their opportunity to expand in the area.

4. Viability Data

The objective of the program is to increase the output of transferable skills in order to increase economic benefits to the area. The program will have an impact locally and will create a return on investment in both human capital and in increased educational opportunities. The program will be inherently viable as it is fully integrated into the organizational structure of the school. That viability will be demonstrated by the following data:

- Student enrollment
- Industry certifications earned
- Graduation rate
- Graduate placement in a related business and/or continuance in post-secondary program

The Florida Education and Training Placement Information Program (FETPIP) is administered by the Florida Department of Education. It is an automated system which collects, maintains and disseminates placement and follow-up information. It includes quarterly as well as annual information. The data collected concern the educational histories, placement and employment, military enlistments and other measures of success of former participants in Florida's educational and workforce development programs. FETPIP's method of data collection replaces conventional survey-type techniques, and provides aggregated outcomes in an accurate, timely and cost effective manner. Through agreements entered into with FETPIP, follow-up data are collected on individuals and electronically linked with The Florida Agency for Workforce Innovation. The files that are accessed are a part of the wage report system that is used to manage the state unemployment compensation program. These reports are basically quarterly employer payrolls from throughout Florida. Each year's efforts focus on the October - December quarter and the four quarters immediately preceding it. Based on this data, FETPIP then contacts approximately

25,000 employers to determine the occupations and county locations of students that were found in their employ. Employers in this sample are selected because they employed students who completed or graduated from education or training programs where occupational information might be a critical element of program evaluation. For the past ten years, FETPIP has been able to maintain a response rate of over 80%. Once data are collected and reviewed a variety of reports and files are provided back to the organizations and agencies by FETPIP for their use. This data will be highly instrumental in ascertaining the efficacy of the proposed training.

The program will be held to all accountability measures established by FDOE and the Gulf District School Board.

5. Long-Term Measures of Impact

Long-term impact will be measured by comparing the demand for related occupations, employment rates, and educational attainment rates for the county. It is anticipated that the proposed project will have a positive impact on these indicators.

6. Sustainability

Gulf District Schools is prepared to provide the salary and benefit package for a certified welding instructor and a trained paraprofessional. Funding from this proposal will be used for the initial purchase of equipment and retrofit facilities. However, materials to sustain operation of the program will be provided through general operating funds of the district and through Perkins Rural and Sparsely Populated Areas Career and Technical Education Programs.

A number of factors contribute to the sustainability of the proposed project whose implementation is in direct response to identified needs within the community. Gulf District School has a proven infrastructure and the capacity to sustain the proposed plan. The maintenance, staffing, and utilities will be assumed by the district. The financial management procedures will be consistent with the policies and procedures of the district and in compliance with Florida Department of Education (FDOE) regulations. FDOE student enrollment funding ensures long-term sustainability. Schools are funded through the Florida Education Finance Program (FEFP) and external sources such as grants and entitlements. However, there will be continued efforts to obtain additional funding through business partnerships and grant opportunities in an effort to enhance the program.

7. Measurement deliverables will include:

- Number of students earning industry certification
- Number of students completing courses in the career pathway and qualify for a Bright Futures CTE scholarship
- Graduation rate
- Number of graduates finding employment in related field or furthering their studies in the field

Priorities

1. The proposed project is aligned to the Florida targeted Industry Manufacturing and will meet the following priorities:
 - Increase household income in the disproportionately affected county of Gulf above the national average household income.
 - Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.
2. The proposed project meets the priorities listed above by:
 - The proposed training program will lead to entry-level positions in the field that are above the minimum wages and to occupation on the high demand list developed by the Florida Department of Economic Opportunity
 - The proposed program will serve as a foundation for related post-secondary majors resulting in higher salaries and increased income potential
 - The proposed project leverages collaborative relationships with community and business partners as well as economic development leaders and initiatives assuring high-quality outcomes
 - The district is able to gather data on the well-defined outcome measures
3. The proposed project meets the discretionary priorities identified by the Board by:
 - The proposed project is aligned with a regional objective to enhance CTE opportunities and its unique nature is unduplicated by any other area high school
 - The project would result in a workforce pool available beyond the district and throughout the region
 - Gulf District schools possesses the organizational ability to efficiently and effectively implement the proposed project
4. The proposed project will be located in the disproportionately affected county of Gulf.
5. & 6. This proposed project was not on a list of proposed projects and programs submitted to Triumph Gulf Coast, Inc. by any of the other disproportionately affected counties as a project and program located within its county and has not been recommended by any other county's Board of County Commissioners. Its unique nature is unduplicated by any other area high school.

Approvals and Authority

1. If awarded grant funds based on this proposal, approval must be obtained from the Gulf County School Board prior to executing an agreement with Triumph Gulf Coast, Inc.
2. The Gulf County School board may hold special meetings as needed and is scheduled to meet on the following dates:

Tuesday, February 5, 2019
Tuesday, March 5, 2019

Tuesday, April 2, 2019
 Tuesday, May 7, 2019
 Tuesday, June 4, 2019
 Friday, June 28, 2019
 Thursday, July 18, 2019
 Tuesday, July 30, 2019
 Tuesday, August 13, 2019
 Tuesday, September 10, 2019
 Tuesday, October 8, 2019
 Thursday, November 7, 2019

3. Timeline & Milestones: See Proposed Timeline on page 7

The program will be in the disproportionately affected county of Gulf, but will it effect will be felt in all surrounding counties as well.

4. The undersigned, Lori Price, Assistant Superintendent for Instruction, has been given all necessary authority to execute this proposal on behalf of the applying entity, Gulf County School Board. See Attachment 2

Funding and Budget

1. \$ 250,000 is being sought to purchase equipment crucial to program success and ensure that it is soundly established. Once program is established it will become self-sustaining and continue indefinitely.

2. The requested amount represents 72% of the total project cost.

3. The U. S. Bureau of Labor Statistics reports that the need for welders is expected to grow by 26% by 2020. This makes welding one of the fastest growing professions in America. The welding industry offers higher than average starting pay, good benefits, and promise for growth. Welders can find employment in manufacturing, construction, industrial maintenance and repair, and ship building. The median pay in 2017 was \$40,240 per year/\$19.35 per hour.

4. The potential award would supplement, but not supplant existing funding.

5. Project Budget

A. Project Costs:

Instructor salary/benefits (contributed by Gulf District Schools)	\$61,000
Paraprofessional salary/benefits (contributed by Gulf District Schools)	\$34,000
Electrical work*	\$95,000

After consulting with a licensed, certified local electrician, it is estimated that the necessary electrical work will be approximately \$95,000.00. This will include: electrical power for seventeen 3 phase welding machines (50 amps each); upgrading electrical service to the building from 400 amps to 1200 amps (3 phase, 208/120 volt); providing feeder wires from utility poles approximately 150LF to building service; re-feeding existing 400 amp 3 phase 2018/120 panel; installing new 800 amp 3 phase 120/208 panel,

providing 3 phase 208 50 amp circuits for welding machines; providing 1 phase 120 convenience outlets; and supplying required electrical engineered drawings. Construction of the welding booths will begin immediately after the electrical work is complete.

Constructions of welding booths*	\$17,000
Sable Steel estimates the cost of each booth at approximately \$1000.00 if the construction is done in-house.	
Start-Up materials*	\$20,000
A supply of start-up materials such as sheet metal, tubing, rounds, uncoated pipe and angle iron would require approximately \$20,000.00.	
Welding machines, gas, hoods, etc.*	\$75,000
A consultation with Airgas provided an estimate of \$75,000.00 for welding machines, gas bottles, hoods, jackets, grinders, gloves, and other required supplies.	
Hand tools*	\$43,000
It has been estimated that \$43,000.00 will be needed for hand tools such as grinders, bench vises, drill presses, reciprocating saws, torch kits, blast cabinet and pipe beveler. That will also cover the cost of appliances such as a washer, dryer, and ice machine.	
Total Project Costs:	\$345,000
* See attachment 4	

B. Other Project Funding Sources:

Gulf District Schools is prepared to provide the salary and benefit package for a certified welding instructor and a trained paraprofessional (approximately \$95,000 combined). The district will also assume responsibility for utilities, facilities upkeep, professional development for instructor and paraprofessional, classroom supplies (paper, toner, etc.), classroom computers for testing, textbooks, and replenishment of materials.

Total Amount Requested: \$250,000

C. Budget Narrative

The applicant understands and acknowledges:

- By statute, the award contract must include provisions requiring a performance report on the contracted activities, must account for the proper use of funds provided under the contract, must include provisions for recovery of awards in the event the award was based upon fraudulent information or the awardee is not meeting the requirements of the award.
- That the applicant must regularly report to Triumph Gulf Coast, Inc. the expenditure of funds and the status of the project on a schedule determined by Triumph Gulf Coast, Inc.
- That the applicant will make books and records and other financial data available to Triumph Gulf Coast, Inc. as necessary to measure and confirm performance metrics and deliverables.
- That Triumph Gulf Coast, Inc. reserves the right to request additional information from the applicant concerning the proposed project.

ADDENDUM FOR WORKFORCE TRAINING PROPOSAL

1. Program Requirements

- A. This proposal supports a program that prepares students for future occupations and careers at K-12 institution at a campus located in the disproportionately affected county of Gulf. That campus is Wewahitchka High School located at 1 Gator Circle, Wewahitchka, Florida.
- B. The proposed program will:
- Encourage industry certifications
 - Strengthen career readiness initiatives

Efforts to improve the economy of the area are reliant upon the workforce available in that area. The proposed career and technical education program can be instrumental in creating that workforce. Economic development leaders encourage new companies to bring employment opportunities to the communities. It is of vital importance that training opportunities are provided to the local workforce if economic progress to occur. Offering industry certifications at the high school level will result in graduates prepared to become a viable part of the area's workforce.

- C. This proposed program will provide participants in the disproportionately affected county of Gulf with transferable, sustainable workforce skills, but will not confine them to a single employer. Curriculum and instruction will emphasize broad, transferable skills and stress the understanding of all aspects of the welding industry. It will incorporate elements of the industry such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community concerns, as well as health, safety and environmental issues. It provides technical skill proficiency, and includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.
- D. The Proposed program will operate in the disproportionately affected county of Gulf.
- E. This program will increase the output of transferable skills thus increasing economic benefits to the area. It will have a direct impact on Gulf County and will create a return on investment in both human capital and in increased educational opportunities. The program will be inherently viable as it is fully integrated into the organizational structure of the schools in the district. That viability will be seen in graduate placement in a related business and/or continuance in post-secondary program. Long-term impact will be measured by comparing the demand for related occupations, employment rates, and educational attainment rates for the county. It is anticipated that the proposed project will have a positive impact on these indicators.

2. Additional Information

A. The proposed project is an expansion of an existing training program. Gulf District Schools is home to two 7-12 high schools; Wewahitchka High School (WHS) and Port St. Joe High School (PSJHS). Currently, PSJHS does have an established welding program, but the program at WHS is less in its infancy. Funds from this grant would allow the district to offer students at both ends of the county equitable opportunities for growth in a crucial vocational area. The veteran welding instructor at PSJHS will serve as a mentor to the new instructor at WHS and will also lend expertise into the design of the program and retrofit of the facility.

B. Training will be delivered by certified instructors in a classroom setting using both an online curriculum and traditional textbooks. There is a large hands-on field component as well.

C. Recently, students at Wewahitchka High School were surveyed to ascertain their interest in a welding program. 75% of the students participated in that survey. 62 males and 17 females indicated an interest in completing a 4 year welding program. Based on survey results and enrollment in a similar program at PSJHS, there is an anticipated enrollment of 60-75 students. The number of completers will be limited the initial year, but will increase as the program develops. To complete industry certification, students need to begin during their freshman year and take at least six periods of study during their high school years. By the conclusion of the fourth full year of the program (May of 2022), it is anticipated that 10 students will acquire industry certification annually. Those students who do not have the opportunity to begin as freshmen and obtain industry certification, will still benefit from acquiring skills and may either continue their studies at a vocational center or through on-the-job-training.

D. While this proposal permits the complete implementation of the WHS Welding program, the program will become self-sustaining and remain viable for an extended period.

E. Several factors contribute to the sustainability of the proposed project whose implementation is in direct response to identified needs within the community. Gulf District School has a proven infrastructure and the capacity to sustain the proposed plan. The maintenance, staffing, and utilities will be assumed by the district. The financial management procedures will be consistent with the policies and procedures of the district and in compliance with Florida Department of Education (FDOE) regulations. FDOE student enrollment funding ensures long-term sustainability. Schools are funded through the Florida Education Finance Program (FEFP) and external sources such as grants and entitlements. However, there will be continued efforts to obtain additional funding through business partnerships and grant opportunities in an effort to enhance the program.

F. Completers will earn NCCER Welding One Certification.

It is anticipated that 80% of students enrolled in the program will achieve one or more industry certifications.

G. Gulf District Schools' contributions to this project total approximately \$95,000 each year of program operation.

Attachment 1: Management's Discussion and Analysis

GULF DISTRICT SCHOOL BOARD

MANAGEMENT'S DISCUSSION AND ANALYSIS

The management of the Gulf County District School Board has prepared the following discussion and analysis to (a) assist the reader in focusing on significant financial issues; (b) provide an overview and analysis of the District's financial activities; (c) identify changes in the District's financial position; (d) identify material deviations from the approved budget; and (e) highlight significant issues in individual funds.

The information contained in the Management's Discussion and Analysis (MD&A) is intended to highlight significant transactions, events, and conditions and should be considered in conjunction with the District's financial statements and notes to financial statements.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2016-17 fiscal year are as follows:

- The District's net position decreased by \$23,958.92 as a result of normal activity.
- The General Fund (the primary operating fund) in the fund financial statements reflects revenues and other financing sources that exceeded expenditures and other financing uses by \$840,075. This may be compared to last fiscal year's results in which General Fund revenues and other financing sources exceeded expenditures and other financing uses by \$391,782.
- General revenues in the government-wide statements account for \$20,241,657 of total revenues. Program specific revenues in the form of charges for services, grants, or contributions account for \$1,154,341 of total revenues.
- The District has \$21,419,957 in expenses, including \$1,154,341 that are offset by program specific charges for services, grants, or contributions. General revenues, primarily from ad valorem taxes and the Florida Education Finance Program (FEFP), provided resources for the remaining programs.

OVERVIEW OF FINANCIAL STATEMENTS

The basic financial statements consist of three components: (1) government-wide financial statements; (2) fund financial statements; and (3) notes to financial statements. This report also includes supplementary information intended to furnish additional details to support the basic financial statements.

Government-wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the District's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net position and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the District presented on the accrual basis of accounting. The statement of net position provides information about the District's financial position, its assets, deferred outflows of resources, liabilities, and deferred inflows of resources, using an economic resources measurement focus. Assets plus deferred outflows of resources, less liabilities and deferred inflows of resources equals net position, which is a measure of the District's

financial health. The statement of activities presents information about the change in the District's net position, the results of operations, during the fiscal year.

All of the District's activities and services are reported in the government-wide financial statements as governmental activities. The District's governmental activities include its education programs: basic, vocational, adult, and exceptional education. Support functions such as transportation and administration are also included. Local taxes and the State's education finance program provide most of the resources that support these activities.

Over a period of time, changes in the District's net position are an indication of an improving or deteriorating financial condition. This information should be evaluated in conjunction with nonfinancial factors, such as changes in the District's property tax base and student enrollment.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements and prudent fiscal management. Certain funds are established by law while others are created by legal agreements, such as bond covenants. Fund financial statements provide more detailed information about the District's financial activities, focusing on its most significant or "major" funds rather than fund types. This is in contrast to the entitywide perspective contained in the government-wide statements. All of the District's funds may be classified within one of the broad categories discussed below.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the District's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental funds and governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the District's most significant funds. The District's major fund is the General Fund and the Special Revenue Fund - Other. Data from the other governmental funds are combined into a single, aggregated presentation.

The District adopts an annual appropriated budget for its governmental funds. A budgetary comparison schedule has been provided for the General Fund and the Special Revenue Fund - Other to demonstrate compliance with the budget.

Fiduciary Funds: Fiduciary funds are used to report assets held in a trustee or fiduciary capacity for the benefit of external parties, such as student activity funds. Fiduciary funds are not reflected in the government-wide statements because the resources are not available to support the District's own programs. In its fiduciary capacity, the District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes.

The District uses private-purpose trust funds to account for scholarship funds established by private donors, and uses agency funds to account for resources held for student activities and groups.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents required supplementary information (RSI) concerning the District's progress in funding its obligation to provide other postemployment benefits to its employees, and other RSI relating to pension reporting.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

This section is used to present condensed financial information from the government-wide statements that compares the current fiscal year to the prior fiscal year.

Net position over time may serve as a useful indicator of a government's financial position. The following is a summary of the District's net position as of June 30, 2017, compared to net position as of June 30, 2016:

Net Position, End of Year

	Governmental Activities	
	6-30-17	6-30-16
Current and Other Assets	\$ 2,770,765.97	\$ 2,104,404.14
Capital Assets	15,158,833.29	15,343,913.67
Total Assets	17,929,599.26	17,448,317.81
Deferred Outflows of Resources	4,482,741.45	2,050,387.00
Long-Term Liabilities	14,091,841.18	9,946,209.69
Other Liabilities	118,441.94	185,775.21
Total Liabilities	14,210,283.12	10,131,984.90
Deferred Inflows of Resources	408,954.58	1,357,512.00
Net Position:		
Net Investment in Capital Assets	15,040,833.29	15,135,913.69
Restricted	448,621.89	364,811.21
Unrestricted Deficit	(7,696,352.17)	(7,491,516.97)
Total Net Position	\$ 7,793,103.01	\$ 8,009,207.93

The largest portion of the District's net position is investment in capital assets (e.g., land; buildings; furniture, fixtures, and equipment; improvements other than buildings; and motor vehicles), less any related debt still outstanding. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

The restricted portion of the District's net position represents resources that are subject to external restrictions on how they may be used. The unrestricted net position deficit of \$7,696,352.17 is primarily the result of reporting employer's proportionate share of the defined benefit pension plans offered by the State of Florida. The District's portion of these pension plans for the Florida Retirement System (FRS) and Health Insurance Subsidy (HIS) pension liabilities were \$7,042,691 and \$3,869,969, respectively, at June 30, 2017.

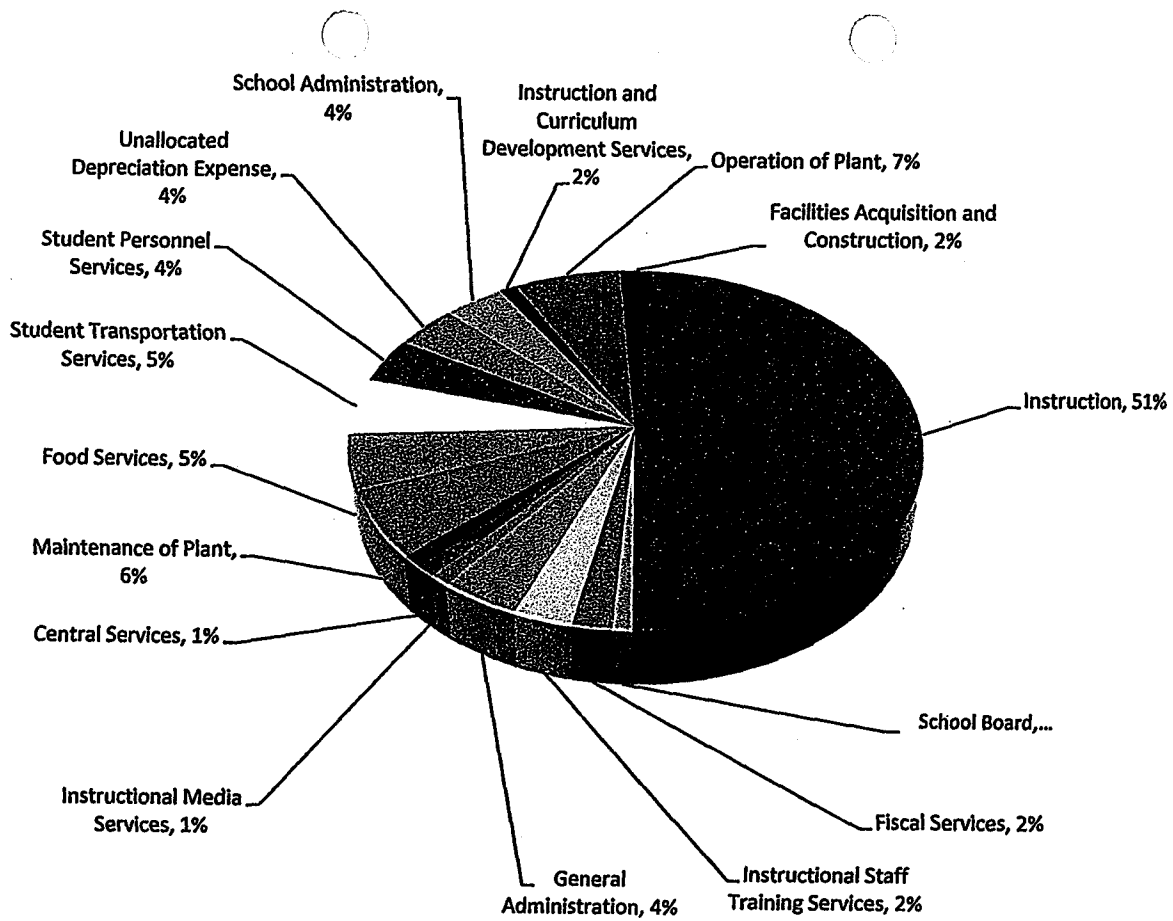
The key elements of the changes in the District's net position for the fiscal years ended June 30, 2017, and June 30, 2016, are as follows:

Operating Results for the Fiscal Year Ended

	Governmental Activities	
	6-30-17	6-30-16
Program Revenues:		
Charges for Services	\$ 313,239.46	\$ 334,551.35
Operating Grants and Contributions	606,825.06	597,009.32
Capital Grants and Contributions	234,276.17	178,455.16
General Revenues:		
Property Taxes, Levied for Operational Purposes	9,877,339.61	9,885,633.70
Property Taxes, Levied for Capital Projects	1,047,364.58	820,563.39
Grants and Contributions Not Restricted to Specific Programs	8,417,653.15	7,620,689.47
Unrestricted Investment Earnings	25,434.92	10,827.79
Miscellaneous	873,865.10	399,132.61
Total Revenues	21,395,998.05	19,846,862.79
Functions/Program Expenses:		
Instruction	10,884,700.06	9,532,166.43
Student Personnel Services	1,069,332.80	873,714.77
Instructional Media Services	281,931.72	261,052.85
Instruction and Curriculum Development Services	492,116.12	360,661.53
Instructional Staff Training Services	435,216.81	408,425.78
Instructional-Related Technology Board	46,309.81	40,014.15
General Administration	208,040.94	209,599.29
School Administration	796,492.16	773,035.16
Facilities Acquisition and Construction	918,449.29	858,216.28
Fiscal Services	294,557.89	310,854.32
Food Services	366,100.05	332,855.05
Central Services	947,707.12	960,041.14
Student Transportation Services	208,720.60	187,870.62
Operation of Plant	1,092,039.57	1,013,921.36
Maintenance of Plant	1,386,770.89	1,373,712.43
Administrative Technology Services	1,334,481.03	1,095,911.29
Unallocated Interest on Long-Term Debt	73,341.87	65,791.07
Unallocated Depreciation Expense	14,476.70	22,915.72
	761,317.54	771,922.54
Total Functions/Program Expenses	21,612,102.97	19,452,681.78
Change in Net Position	(216,104.92)	394,181.01
Net Position, Beginning of Year	8,009,207.93	7,615,026.92
Net Position - Ending	\$ 7,793,103.01	\$ 8,009,207.93

Revenues from local sources for current operations are primarily received through property taxes. The increase in property taxes is related to the increase in the underlying property values within the county.

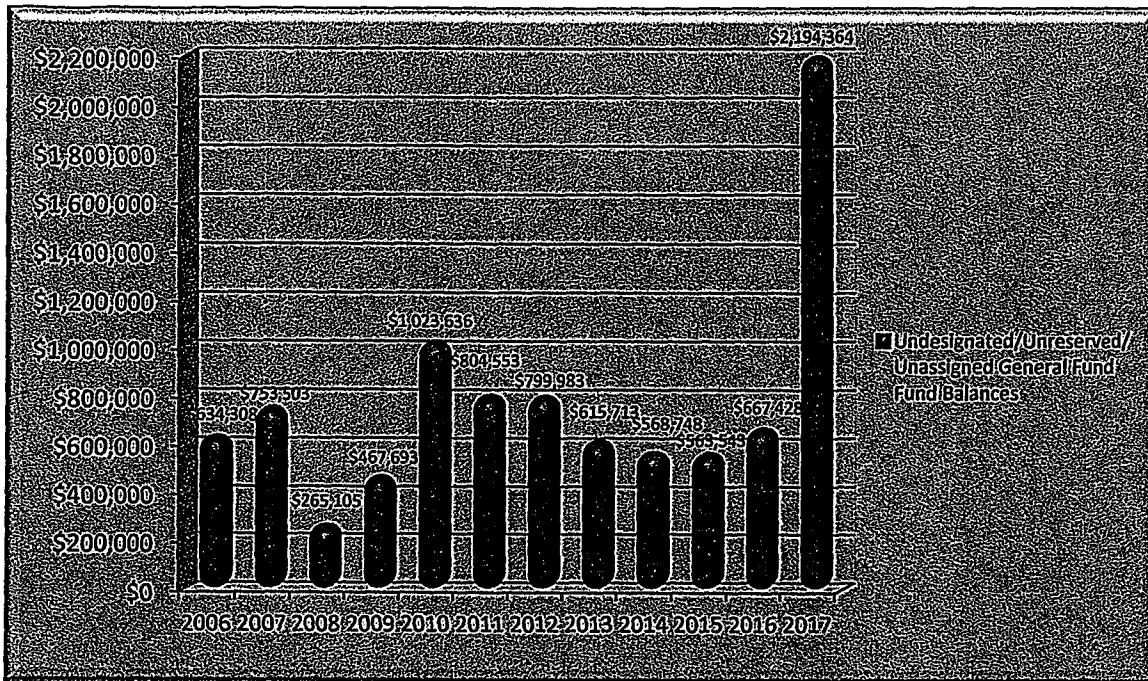
Instruction expenses represent 51 percent of total governmental expenses in the 2016-17 fiscal year. The following graph depicts the distribution of expenses of the District as a whole.



FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

This section provides an analysis of the fund balances of the District's major fund.

- Governmental Funds.** The Board has established a provision, in its strategic plan, to provide for an undesignated fund balance at fiscal year-end of 5 percent of FEFP funding. For comparison purposes, unassigned fund balance, implemented by GASB Statement No. 54, is essentially equivalent to the unreserved, undesignated fund balance classification required before GASB Statement No. 54. The following graph shows the undesignated, unreserved/unassigned fund balance of the General Fund from the 2005-06 through 2016-17 fiscal years. The increase from the 2008-09 fiscal year to the 2009-10 fiscal year was due to the District levying a voted school tax for operating purposes of 1 mill, which was extended through the 2016-17 fiscal year. The decrease in the 2010-11 to 2014-15 fiscal years occurred from lower tax revenues due to lower assessed property values. The District is currently experiencing an increase due to property value increases.



The General Fund total fund balance increased \$840,075.10 to \$2,506,872.22 at June 30, 2017. General Fund revenues totaled \$17,218,406.81, which was an increase from the prior fiscal year. The increase in revenue is mainly due to the increase in local property taxes resulting from rising property values. General Fund expenditures totaled \$17,527,993.18. The primary reason for the increase in fund balance was due to the sale of Highland View Elementary.

GENERAL FUND BUDGETARY HIGHLIGHTS

All budget variances for the General Fund were considered normal budget fluctuations.

CAPITAL ASSETS AND LONG-TERM DEBT

Capital Assets

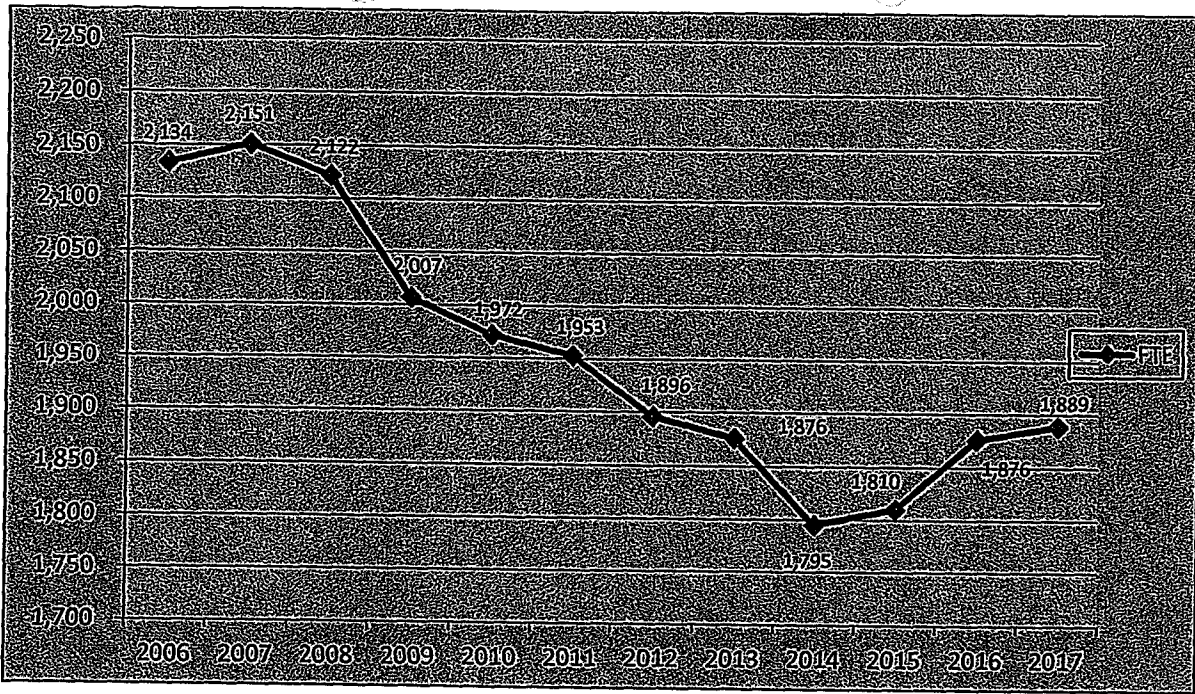
There were no major capital asset projects during the year. Additional information on the District's capital assets can be found in Note III.C. to the financial statements.

Long-Term Debt

There were no issuance or refunding of debt during the fiscal year. Additional information on the District's long-term debt can be found in Note III.H. to the financial statements.

OTHER MATTERS OF SIGNIFICANCE

Student Enrollment and Funding. Revenues from State sources comprise a significant sources of total available resources of the District. Revenues from State sources for current operations are primarily from the FEFP administered by the Florida Department of Education (FDOE) under the provisions of Section 1011.62, Florida Statutes. In accordance with this law, the District determines and reports the number of full-time equivalent (FTE) students and related data to the FDOE. As shown in the following chart, the District experienced an increase in FTE during the 2016-17 fiscal year.



REQUESTS FOR INFORMATION

This report is designed to provide citizens, taxpayers, customers, investors, and creditors with a general overview of the Gulf County District School Board's finances and to demonstrate compliance and accountability for its resources. Questions concerning information provided in the MD&A or other required supplementary information, and financial statements and notes thereto, or requests for additional financial information should be addressed to the Director of Finance, Gulf County District School Board, 150 Middle School Road, Port St. Joe, Florida, 32456.

Attachment 2: Approval and Authority document

JIM NORTON
SUPERINTENDENT



150 Middle School Road
Port St. Joe, FL 32456
850-229-8256 • 850-639-2871
Fax: 850-229-6089

July 31, 2018

To Whom It May Concern:

This is to verify that Lori Price, Assistant Superintendent for Instruction for Gulf District Schools has been awarded all necessary authority to execute proposals on behalf of Gulf District Schools to Triumph Gulf Coast, Inc. and may apply for funding for proposed projects and programs to benefits the students throughout the district. Your consideration of those proposals is greatly appreciated.

Respectfully,

A handwritten signature in black ink, appearing to read "Jim Norton".

Jim Norton, Superintendent

A handwritten signature in black ink, appearing to read "Brooke Wooten".

Brooke Wooten, Board Chair

www.gulf.k12.fl.us

Danny Little
District 1

Brooke Wooten
District 2

Cindy Belin
District 3

Billy C. Quinn, Jr.
District 4

John W. Wright
District 5

Attachment 3: Curriculum Frameworks

**Florida Department of Education
Curriculum Framework**

Program Title: Welding Technology Fundamentals
Program Type: Career Preparatory
Career Cluster: Manufacturing

Secondary – Career Preparatory	
Program Number	9204400
CIP Number	0648050807
Grade Level	9-12, 30, 31
Standard Length	5 credits
Teacher Certification	Refer to the Program Structure section
CTSO	SkillsUSA
SOC Codes (all applicable)	51-9198 – Helpers-Production Workers 51-4121 – Welders, Cutters, Solderers, and Brazers
CTE Program Resources	http://www.fidoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the welding industry

The content includes but is not limited to planning, management, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three occupational completion points.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	9204410	Welding Technology Fundamentals 1	METAL WORK 7G WELDING @7 7G	1 credit	51-9198	3	PA
	9204420	Welding Technology Fundamentals 2		1 credit		3	PA
B	9204430	Welding Technology Fundamentals 3		1 credit		3	PA
	9204440	Welding Technology Fundamentals 4		1 credit		3	PA
C	9204450	Welding Technology Fundamentals Capstone		1 credit	51-4121	3	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
9204410	**	**	**	**	**	**	**	**	**	**	**
9204420	**	**	**	**	**	**	**	**	**	**	**
9204430	**	**	**	**	**	**	**	**	**	**	**
9204440	**	**	**	**	**	**	**	**	**	**	**
9204450	**	**	**	**	**	**	**	**	**	**	**

** Alignment pending review # Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
9204410	**	**	**	**	**	**	**
9204420	**	**	**	**	**	**	**

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
9204430	**	**	**	**	**	**	**
9204440	**	**	**	**	**	**	**
9204450	**	**	**	**	**	**	**

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program. To access these standards, please click on the following link:

<http://www.fldoe.org/core/fileparse.php/5652/urll/FloridaStandardsTechSubjects.rtf>

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding and apply workplace safety and workplace organization skills.
- 02.0 Demonstrate basic knowledge of industrial and manufacturing processes.
- 03.0 Describe and identify metals and their properties accurately.
- 04.0 Demonstrate and apply basic knowledge of drawing and interpreting AWS welding symbols.
- 05.0 Apply basic oxyfuel gas cutting principles and practices.
- 06.0 Create a product using basic oxyfuel gas cutting principles and practices.
- 07.0 Apply intermediate oxyfuel gas cutting principles and practices.
- 08.0 Demonstrate plasma arc cutting principles and practices.
- 09.0 Demonstrate a basic understanding of shielded metal arc welding (SMAW) principles and practices.
- 10.0 Create a product using basic shielded metal arc welding (SMAW) principles and practices.
- 11.0 Apply basic shielded metal arc welding (SMAW) skills.
- 12.0 Demonstrate and apply Carbon Arc Gouging (GAC) principles and practices.
- 13.0 Apply visual examination skills.
- 14.0 Create a product using Carbon Arc Gouging and basic shielded metal arc welding (SMAW) principles and practices.
- 15.0 Demonstrate an understanding of employability skills and career opportunities related to the welding industry.
- 16.0 Apply intermediate shielded metal arc welding (SMAW) skills.
- 17.0 Create a product using intermediate shielded metal arc welding (SMAW) principles and practices
- 18.0 Conceive, design, and present a welding project(s) that encompass all the skills learned in the Welding Technology program.
- 19.0 Plan, organize, and carry out a project plan.
- 20.0 Formulate strategies to properly manage resources.
- 21.0 Use tools, materials, and processes in an appropriate and safe manner.
- 22.0 Create a project portfolio describing the welding project, including drawings and specifications, the tasks and rationale, process journal, budget report, and the results

Florida Department of Education
Student Performance Standards

Course Title: Welding Technology Fundamentals 1
Course Number: 9204410
Course Credit: 1

Course Description:

The Welding Technology Fundamentals 1 course prepares students for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study workplace safety and organization, basic manufacturing processes, metals identification, basic interpretation of welding symbols, and oxyfuel gas cutting practices. Students demonstrate learned skills by creating and producing a finished product.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA, NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
01.0 Demonstrate an understanding and apply workplace safety and workplace organization—The student will be able to:		
01.01 Locate and use Safety Data Sheets (SDS).		
01.02 Demonstrate knowledge of first aid or first response procedures.		
01.03 Identify safety procedures in case of smoke or chemical inhalation.		
01.04 Demonstrate knowledge of material handling techniques to safely move materials.		
01.05 Demonstrate the proper techniques for lifting.		
01.06 Proactively respond to a safety concern and notify the instructor.		
01.07 Demonstrate knowledge of emergency exits and signage.		
01.08 Demonstrate knowledge of various emergency alarms and procedures		
01.09 Perform emergency drills and participate in emergency teams.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
01.10 Demonstrate knowledge of clean-up procedures.		
01.11 Explain Lock Out/Tag Out requirements procedures, including confined space awareness.		
01.12 Demonstrate knowledge of machinery and equipment safety functions to determine if all safeguards are operational.		
01.13 Identify procedures for handling hazardous material.		
01.14 Develop safety checklists.		
01.15 Determine the appropriate corrective action after an unsafe condition is identified.		
01.16 Demonstrate knowledge of safety requirements for manual, electrical-powered, and pneumatic tools.		
01.17 Demonstrate knowledge of safety requirements for operation of automated machines.		
01.18 Perform safety and environmental inspections.		
01.19 Demonstrate skill in performing leak checks to determine if toxic or hazardous material is escaping from a piece of equipment.		
01.20 Demonstrate knowledge of proper and safe installation techniques as described in manuals, checklists, and regulations.		
01.21 Demonstrate knowledge of equipment shutdown procedures.		
01.22 Identify-safety related maintenance procedures.		
01.23 Selecting and use personal protective equipment (PPE).		
01.24 Demonstrate knowledge of ergonomic impact of work techniques.		
01.25 Demonstrate knowledge of, and follow applicable safety laws and regulations and the environment (e.g., Occupational Safety and Health Administration (OSHA)).		
01.26 Apply Occupational Safety Health Administration (OSHA) safety standards properly.		
01.27 Research and identify class A, B, and C type fires.		
01.28 Demonstrate and apply the proper procedures for extinguishing class A, B, and C type fires.		
01.29 Demonstrate knowledge of National Institute of Occupational Safety and Health (NIOSH), Environmental Protection Agency (EPA) and other regulatory agencies recommendations, guidelines and best practices.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
01.30 Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200)		
02.0 Demonstrate basic knowledge of industrial and manufacturing processes –The student will be able to.		
02.01 Demonstrate knowledge of the use of current manufacturing processes as related to the welding industry.		
02.02 Demonstrate an understanding of the importance and impact of routine maintenance of machines and equipment.		
02.03 Understand the processes of separating, forming, conditioning, fabricating, and finishing of materials.		
02.04 Explain the difference between primary and secondary manufacturing processes.		
03.0 Describe and identify metals and their properties accurately –The student will be able to.		
03.01 Describe and understand the steelmaking process.		
03.02 Describe and understand the differences between ferrous and nonferrous metals.		
03.03 Describe and understand casting, alloys and forging.		
03.04 Identify and understand metallurgical processes related to metals such as galvanized iron and steel, aluminum stainless steel, sheet metal, copper and brass.		
03.05 Identify, understand, and describe thermal properties of metals.		
03.06 Identify and describe common gages, shapes and dimensions of metals.		
04.0 Demonstrate and apply basic knowledge of drawing and interpreting AWS welding symbols–The student will be able to.		
04.01 Interpret, understand, and apply elements of a drawing or sketch.		
04.02 Interpret, understand, and apply welding symbol information.		
04.03 Design and create a drawing using welding symbology.		
04.04 Identify a specified weld using a welding symbol.		
04.05 Draw welding symbols using given variables.		
04.06 Use and apply appropriate mathematical practices to the design and creation of drawings using welding symbols.		
05.0 Apply basic oxyfuel gas cutting principles and practices–The student will be able to.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
05.01 Perform external inspections of equipment and accessories.		
05.02 Make minor repairs to equipment and accessories.		
05.03 Set up manual OFC operations for plain carbon steel.		
05.04 Operate manual oxyfuel cutting equipment.		
05.05 Perform straight cutting operations using manual oxyfuel cutting process on plain carbon steel.		
06.0 Create a product using basic oxyfuel gas cutting principles and practices. The student will be able to.		
06.01 Design and create a basic work of art or project utilizing material and skills developed.		
06.02 Produce a product using drawings with tolerances and specifications.		
06.03 Create and deliver a presentation to communicate project results.		

Florida Department of Education
Student Performance Standards

Course Title: Welding Technology Fundamentals 2

Course Number: 9204420

Course Credit: 1

Course Description:

The Welding Technology Fundamentals 2 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study drawings and welding symbols, intermediate oxyfuel gas cutting practices, plasma arc cutting principles, and basic shielded metal arc welding (SMAW). Students demonstrate learned skills by creating and producing a finished product.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA, NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
07.0	Apply intermediate oxyfuel gas cutting principles and practices. The student will be able to:		
07.01	Apply intermediate manual oxyfuel gas cutting skills.		
07.02	Perform shape cutting operations on plain carbon steel.		
07.03	Perform bevel cutting operations on plain carbon steel.		
07.04	Remove weld metal on plain carbon steel using weld washing techniques.		
07.05	Apply machine oxyfuel gas cutting (track burner) skills.		
07.06	Perform safety inspections of equipment and accessories.		
07.07	Make minor external repairs to equipment and accessories.		
07.08	Set up for plain carbon steel machine OFC (track burner) operations.		
07.09	Operate machine oxyfuel gas cutting (track burner) equipment.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
07.10 Perform straight cutting operations on plain carbon steel.		
07.11 Perform bevel cutting operations on plain carbon steel.		
08.0 Demonstrate plasma arc cutting principles and practices. The student will be able to:		
08.01 Apply Manual Air (Carbon Arc Gouging) and Cutting (CAC-A) skills.		
08.02 Perform safety inspections of equipment and accessories.		
08.03 Make minor external repairs to equipment and accessories.		
08.04 Set up manual air carbon arc gouging and cutting operations.		
08.05 Operate manual air carbon arc cutting equipment.		
08.06 Perform metal removal operations.		
08.07 Apply manual Arc Gouging and Arc Cutting (AC) skills.		
08.08 Make minor repairs to equipment and accessories.		
08.09 Set up for using plasma arc cutting operations.		
08.10 Operate manual plasma arc cutting equipment.		
08.11 Perform shape cutting operations using plasma arc cutting process.		
09.0 Demonstrate a basic understanding of shielded metal arc welding (SMAW). The student will be able to:		
09.01 Perform external inspections of SMAW equipment and accessories.		
09.02 Make minor repairs to SMAW equipment and accessories.		
09.03 Set up shielded metal arc welding operations on plain carbon steel.		
09.04 Operate shielded metal arc welding equipment.		
09.05 Make pad welds, all positions, on plain carbon steel.		
10.0 Create a product using oxyfuel gas cutting and introductory shielded metal arc welding (SMAW) principles and practices. The student will be able to:		
10.01 Design and create a work of art or project utilizing material and skills learned.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
10.02 Create a working drawing or blue print using welding symbols.		
10.03 Design a product from a working drawing or blue print created.		
10.04 Fabricate a product using the skills learned related to oxyfuel gas cutting and introductory shielded metal arc welding (SMAW).		
10.05 Create and deliver a presentation to communicate project results.		

Florida Department of Education
Student Performance Standards

Course Title: Welding Technology Fundamentals 3

Course Number: 9204430

Course Credit: 1

Course Description:

The Welding Technology Fundamentals 3 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1 and 2 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study basic shielded metal arc welding (SMAW), Carbon Arc Gouging (GAC) principles, and visual examination skills. Students demonstrate learned skills by creating and producing a finished product.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA, NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
11.0	Apply basic shielded metal arc welding (SMAW) skills. The student will be able to:		
11.01	Perform external inspections of SMAW equipment and accessories.		
11.02	Make minor repairs to SMAW equipment and accessories.		
11.03	Set up shielded metal arc welding operations on plain carbon steel.		
11.04	Operate shielded metal arc welding equipment.		
11.05	Make pad welds, all positions, on plain carbon steel.		
11.06	Make fillet welds, all positions, on plain carbon steel.		
11.07	Make groove welds, all positions, on plain carbon steel.		
12.0	Demonstrate and apply Carbon Arc Gouging (GAC) principles and practices. The student will be able to:		
12.01	Perform safety inspections of equipment and accessories.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
12.02 Repair unacceptable weld profiles.		
12.03 Properly set up equipment, accessories, and machine for Carbon Arc Gouging (GAC)		
13.0 Apply visual examination skills. The student will be able to:		
13.01 Examine cut surfaces and edges of prepared base metal parts.		
13.02 Examine tack, intermediate pass and cover pass.		
14.0 Create a product using Carbon Arc Gouging and basic shielded metal arc welding (SMAW) principles and practices. The student will be able to:		
14.01 Design and create a work of art or project utilizing material and skills learned.		
14.02 Create a working drawing or blue print using welding symbols.		
14.03 Design a product from a working drawing or blue print created.		
14.04 Fabricate a product using the skills learned related to Carbon Arc Gouging and basic shielded metal arc welding (SMAW).		
14.05 Create and deliver a presentation to communicate project results.		

Florida Department of Education
Student Performance Standards

Course Title: Welding Technology Fundamentals 4
Course Number: 9204440
Course Credit: 1

Course Description:

The Welding Technology Fundamentals 4 course is designed to build on the skills and knowledge students learned in Welding Technology Fundamentals 1, 2, and 3 for entry into the welding industry. Students explore career opportunities and requirements of a professional welder. Content emphasizes beginning skills key to the success of working in the welding industry. Students study employability and welding careers, and intermediate shielded metal arc welding (SMAW). Students demonstrate learned skills by creating and producing a finished product.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA, NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
15.0	Demonstrate an understanding of employability skills and career opportunities related to the welding industry—The student will be able to:		
15.01	Demonstrate knowledge of good workplace behavior and how to address improper workplace behavior.		
15.02	Discuss motivation and human behavior.		
15.03	Develop a personal stress management plan.		
15.04	Demonstrate knowledge of ways to improve reading, listening and writing skills.		
15.05	Demonstrate knowledge of techniques for making effective presentations.		
15.06	Use different forms of technology communication.		
15.07	Provide effective feedback and make suggestions.		
15.08	Demonstrate appropriate customer service skills and techniques.		
15.09	Demonstrate knowledge of roles and responsibilities of team members.		
15.10	Align team goals (that are specific, documented, measurable and achievable) to		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
customer and business production needs.		
15.11 Effectively communicate production and process information.		
15.12 Develop personal career plan that includes goals, objectives, and strategies.		
15.13 Examine licensing, certification, and industry credentialing requirements.		
15.14 Evaluate and compare employment opportunities that match career goals.		
15.15 Identify and exhibit traits for retaining employment.		
15.16 Identify opportunities and research requirements for career advancement.		
15.17 Research the benefits of ongoing professional development.		
15.18 Examine and describe entrepreneurship opportunities as a career planning option.		
16.0 Apply intermediate shielded metal arc welding (SMAW) skills. The student will be able to:		
16.01 Make single "V" groove welds, all positions (visual inspection criteria, using current and applicable welding industry codes) on plain carbon steel with backing.		
16.02 Perform 1G - 4G limited thickness qualification (bend) tests on plain carbon steel plate (using current and applicable welding industry codes).		
16.03 Perform destructive root and face bend specimens (using current and applicable welding industry codes).		
16.04 Understand WPS and PQR.		
17.0 Create a product using intermediate shielded metal arc welding (SMAW) principles and practices. The student will be able to:		
17.01 Design and create a work of art or project utilizing material and skills learned.		
17.02 Create a working drawing or blue print using welding symbols learned.		
17.03 Design a product from a working drawing or blue print created.		
17.04 Fabricate a product using the skills learned related to intermediate shielded metal arc welding (SMAW).		
17.05 Repair products of ferrous and non-ferrous metals.		
17.06 Create and deliver a presentation to communicate project results.		

Florida Department of Education
Student Performance Standards

Course Title: Welding Technology Fundamentals Capstone
Course Number: 9204450
Course Credit: 1

Course Description:

This course provides students with extended content and skills essential to the planning, design, creation, and presentation of a welding capstone project.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA, and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
18.0	Conceive, design, and present a welding project(s) that encompass all the skills learned in the Welding Technology Fundamentals program. The student will be able to:		
18.01	Create and produce an original working drawing using welding symbology.		
18.02	Compose a well written design proposal and present to instructor for approval.		
18.03	Incorporate principles and practices of oxyfuel gas cutting into the design.		
18.04	Incorporate principles and practices of shielded metal arc welding (SMAW) into the design.		
19.0	Plan, organize, and carry out a project plan. The student will be able to:		
19.01	Determine the scope of a project.		
19.02	Organize tasks.		
19.03	Determine project priorities.		
19.04	Identify required resources.		
19.05	Record project progress in a process journal.		
19.06	Record and account for budget expenses during the life of the project.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
19.07 Carry out the project plan to successful completion and delivery.		
20.0 Formulate strategies to properly manage resources. The student will be able to.		
20.01 Identify required resources and associated costs for each stage of the project plan.		
20.02 Create a project budget based on the identified resources.		
20.03 Determine the methods needed to acquire needed resources.		
20.04 Demonstrate good judgment in the use of resources.		
20.05 Recycle and reuse resources where appropriate.		
20.06 Demonstrate an understanding of proper legal and ethical waste disposal.		
21.0 Use tools, materials, and processes in an appropriate and safe manner. The student will be able to.		
21.01 Identify the proper tool for a given job.		
21.02 Use tools and machines in a safe manner.		
21.03 Adhere to laboratory safety rules and procedures.		
21.04 Identify the application of processes appropriate to the task at hand.		
21.05 Identify materials appropriate to their application.		
22.0 Create a project portfolio describing the welding project, including drawings and specifications, the tasks and rationale, process journal, budget report, and the results. The student will be able to.		
22.01 Create a Design Portfolio documenting drawings and specifications.		
22.02 Create a Bill of Material (BOM) for your project.		
22.03 Create and deliver a presentation to communicate project results to other teams.		

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the first 600 hrs. in the Welding Technology (J400400) postsecondary program.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

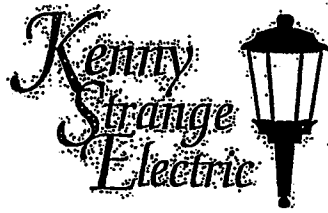
Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>

Attachment 4: Quotes



Residential * Commercial * Industrial * Wiring Repairs
Licensed & Insured – ER0008507
850-215-8030 office 850-215-8086 fax
850-527-3857 cell
kenny@kselectricusa.com

Gulf County School Board
Attn: Greg Layfield
RE: WHS Welding Shop

Proposed Budget

The following is a Budget Price to provide the following:

- Electrical power for (17) 3 phase welding machines, 50amps each; upgrading electrical service to building from 400 to 1200 amps. (3phase, 208/120 volt.)
- Provide feeder wires from utility power pole approx. 150LF to building service.
- Re-feed existing 400amp 3phase 208/120panel
- Install new 800amp 3phase 120/208panel
- Provide (17) 3 phase 208 50amp circuits for future welding machines.
- Provide (17) 1 phase 120 convenience outlet.
- Electrical Engineered Drawings

Total Proposed Budget: \$94,495.00

Thank You for the Opportunity.

Kenny Strange
Kenny Strange Electric, Inc.

Sable Steel - Start-Up Materials

Item	Qty	per unit	total
flat x-metal 3/4 #9-11 4'x8'	4	\$57.60	\$230.40
H.R. rounds 3/8"x20	10	\$6.44	\$64.40
sq. tubing 1"x14" gax24	2	\$29.52	\$59.04
angle 1"x11"x1/8x20	10	\$10.34	\$103.40
H.R. sheet 11ga 4'x8'	3	\$89.30	\$267.90
angle 2"x2" xz3/16x20	4	\$30.72	\$122.88
flat x-metal 3/4 #9-11 48x96	2	\$57.60	\$115.20
H.R. flat 1/4"x1"x20"	10	\$11.04	\$110.40
angle 1x1x1/8"x20	10	\$10.34	\$103.40
H.R. flat 1/4x6"	10	\$63.83	\$638.30
H.R. flat 1/4x2"	10	\$21.59	\$215.90
H.R. flat 1/4x1"	10	\$11.04	\$110.40
H.R. rounds 3/8"	10	\$6.44	\$64.40
H.R. rounds 1/2"	10	\$8.26	\$82.60
H.R. rounds 5/8"	10	\$13.35	\$133.50
sq. tubing 1"x14ga	10	\$29.52	\$295.20
angle 1x1x1/8"x20	10	\$11.88	\$118.80
angle 2x2x3/16"	5	\$34.72	\$173.60
angle 2x2x1/4"	5	\$43.99	\$219.95
H.R. strip 1/8x1"x20"	10	\$12.66	\$126.60
H.R. flat 1/4x6"	5	\$62.58	\$312.90
uncoated pipe 6"	1	\$299.04	\$299.04
sq tubing 2"x3/16"	1	\$320.00	\$320.00
angle 1 1/2x1 1/2x3/16x20	4	\$21.59	\$86.36
angle 1 1/8x20	10	\$9.76	\$97.60
angle 2x2x3/16x20	5	\$29.32	\$146.60
flat x-metal 1x146A 48x96	2	\$57.60	\$115.20
sq tubing 1x146x24	3	\$27.60	\$82.80
uncoated pipe 2"x21'	5	\$42.63	\$213.15
uncoated pipe 1/2x21	3	\$15.98	\$47.94
uncoated pipe 3/4x21	4	\$18.27	\$73.08
alum sq tube 2-1/2x3/16	2	\$560.00	\$1,120.00
alum angle 2x2x3/16	3	\$360.00	\$1,080.00

Sable Steel - Start-Up Materials

alum sheet	3	\$350.00	\$1,050.00
uncoated 1 1/2"x21' pipe	4	\$28.77	\$115.08
uncoated 1"x21 pipe	4	\$24.15	\$96.60
angle 4"x4"x1/4"x20'	2	\$65.30	\$130.60
angle 3"x3"x1/4"x20	2	\$46.45	\$92.90
angle 3"x3"x3/16"x20	2	\$35.71	\$71.42
uncoated pipe 4" sch.40	1	\$133.35	\$133.35
booths.			\$18,000.00
			\$27,040.89



AIRGAS USA, LLC
 1601 FLORIDA AVE
 PANAMA CITY FL 32405-4636
 T: 850-769-2401
 F: 850-769-7105

QUOTATION

Quote For: 1250160
 PORT ST JOE HIGH SCHOOL
 WELDING CLASS
 100 SHARK DR
 PORT ST JOE FL 32456-2262
 T: 850-229-8251

Sold To: 1201802
 GULF COUNTY SCHOOL BOARD
 ADMINISTRATIVE BLDG
 150 MIDDLE SCHOOL RD
 PORT SAINT JOE FL 32456-2261
 T: 850-229-8256

Quote Number	2004725184
Quote Date	02/04/2016
Prepared By	Gary Keyzer
Contact Phone	850-769-2401
Account Manager	GARY KEYZER
PO Number	
Release Number	
Ordered By	

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
10	TACW1004401 WELDER MIG FABRICATOR 252I 208-230V USA	SO30	17	EA			1,164.05	EA	19,788.85
20	TWE1027-1390 GUN SPOOL TWECO SG160TA-12 3035 160 AMP 12' 030-035" 630 IPM	SO30	2	EA			189.36	EA	378.72
30	TDC1-1130-1 SYSTEM PLASMA CUTMASTER 82 208-230V 1 PHASE 50/60HZ WITH SL60 TORCH 75 DEGREE HEAD ANGLE 20' LEADS INPUT POWER CABLE AND PLUG 80AMP	SO30	1	EA			1,505.50	EA	1,505.50
40	TACW1006301 INVERTER POWER SUPPLY 186 AC/DC PACKAGE	SO30	2	EA			1,126.13	EA	2,252.26
50	VIC0384-2035 OUTFIT JOURNEYMAN 540/300CGA H315FC TORCH HANDLE CA 2460 CUTTING ATTACHMENT ESS4 EDGE REGULATOR SIZE 1 3 5 NOZZLES MFA HEATING NOZZLE 1-1-101 CUTTING TIP 20"X1/4" T-GRADE HOSE STRIKER AND TIP CLEANER GOGGLES HEAVY DUTY	SO30	3	EA			308.97	EA	926.91
60	MIL300595 EXTRACTOR PORTABLE WELD FUME FILTAIR 130	SO30	17	EA			1,510.00	EA	25,670.00
70	MIL300668 NOZZLE FUNNEL FLEXIBLE WITH MAGNETIC BASE	SO30	17	EA			187.87	EA	3,193.79
80	ESA255013310 ELECTRODE STICK E7018 H4R 3/32" X 14" 50LB HERMETICALLY SEALED HERMETICALLY SEALED CAN	SO30	300	LB			1.20	LB	360.00
90	ESA255011819 ELECTRODE STICK E7018 H4R 1/8" X 14" 50LB HERMETICALLY SEALED HERMETICALLY SEALED CAN	SO30	300	LB			1.20	LB	360.00
100	ESA245019807 WIRE TUBULAR E71T-1M/T-9M .045" 33LB SPOOL DUAL SHIELD 710X-M	SO30	330	LB			1.57	LB	518.10



AIRGAS USA, LLC
 1601 FLORIDA AVE
 PANAMA CITY FL 32405-4636
 T: 850-769-2401
 F: 850-769-7105

QUOTATION

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
110	ESA1389A05 WIRE MIG ER70S-6 .035" 33LB SPOOL SPOOLARC 86	SO30	495	LB			1.20	LB	594.00

Incoterms	Airgas Truck
Shipping Method	Airgas Truck
Payment Terms	NET 30

Quote Amount	55,548.13
Sales Tax	0.00
Quote Total	55,548.13

PLEASE REFER TO THIS QUOTATION WHEN ORDERING.

Terms and pricing are valid for a limited time only.

SURCHARGES, TAXES & FREIGHT MAY NOT BE INCLUDED OR MAY CHANGE AT TIME OF BILLING.

Rental and/or lease fees (and related charges) will apply to containers in your possession until returned to Airgas.
 Rental and lease charges are invoiced separately from gas purchases.

Comments :

Air Gas		Item	Price	Qty.	Total
Item Number	Item	Price	Qty.	Total	
PRFRF1430-580	Profax Regulator Flowmeter	\$35.22	1	\$35.22	
MTB600160420	6IN-9 000 RPM- 12.2 AMP	\$224.38	1	\$224.38	
LINS7670	Switch ASBLY Lincoln Electric	\$39.92	2	\$79.84	
MET6238N	Saw Band Deep Cut 10.5 AMP	\$304.58	2	\$609.16	
AMT80116	Portaband 44-7/8" x .023" 18 TPI Bi-Metal Matrix	\$7.19	4	\$28.76	
MET 48-39-0505	10 TPI Compact Portable Band Saw Blade 3PK	\$12.83	3	\$38.49	
AG21000F-0141	WLDG Helmet Carrera	\$69.58	20	\$1,391.60	
RAD64005012	Lens Safty CLR 2x4.25 PLYCRB	\$0.57	30	\$17.10	
RAD64005114	Lens CLR 110x90 PLYCRB	\$1.02	20	\$20.40	
RAD64005052	LENS MAG 1.25	\$2.80	5	\$14.00	
RAD 64005020	LENS MAG 1.50	\$2.80	5	\$14.00	
RAD64005053	LENS MAG 1.75	\$2.80	5	\$14.00	
RAD64005022	LENS MAG 2.00	\$2.80	5	\$14.00	
RAD64005055	LENS MAG 2.50	\$2.80	5	\$14.00	
RAD64005423	TIG CUP ALUMINA 10M47	\$0.62	15	\$9.30	
CMXHRGCAPS	CLOTH WELDERS CAPS	\$5.34	80	\$427.20	
RAD64003045	ARGON GAUGE	\$89.00	3	\$267.00	
LNKP2063-1B1	PLASMA VORTECH NOZZLE 043	\$8.07	10	\$80.70	
RAD64001647	3/32" X36" ER70S-2 RADNOR TIG WELDING ROD 10#	\$2.66	20	\$53.20	
RAD64007958	RADNOR TUNGSTEN 3/32"X7" 2% THORIATED	\$20.82	4	\$83.28	
RAD64002058	HOLDER ELECT PA-532 200AMP HEAVY DUTY NYLON HANDLE	\$12.58	5	\$62.90	
RAD64004180	0.025" ER70S-6 RADNOR P/3 COPPER COATED CARBON MIG WIRE	\$1.75	20	\$35.00	
RAD64005434	TIG CUP ALUMINA 13N11 NO 7	\$0.49	15	\$7.35	
RAD64002731	MIG GAS DIFFUSER 3550 BRASS	\$1.38	15	\$20.70	
RAD64002672	MIG TIP 14-35 .035" COPPER TWECO MIG TIP 1435 035 CU TWE	\$219.00	1	\$219.00	
RAD64005479	TIG TORCH BDY 17V 150A A/C VLV	\$21.81	3	\$65.43	
RAD64005580	TIG GAS LENS 45V27 1/8	\$2.83	15	\$42.45	
RAD64005618	TIG CUP ALUMINA 54N14 NO 8	\$0.78	15	\$11.70	
RAD64001960	TUNGSTEN 1/8X7 2% THORIA GRND FINSH	\$41.98	2	\$83.96	
RAD64005647	TIG CUP GASKET 598882	\$0.99	15	\$14.85	

RAD64004180	RADNOR ER70S-6 MIG WIRE .025" P/3 11LB		\$1.79	20	\$35.80
RAD6400752	RADNOR CUT OFF WHEEL 14"X3/32"X1"		\$3.89	30	\$116.70
AG202-HG	HEADGEAR LEGEND OPTIVA		\$6.51	8	\$52.08
AR 300	ARGON INDUSTRIAL SIZE 300 CGA 580		\$25.00	2	\$50.00
AR CD 25300	ARGON 75 CD 25 SIZE 300 CGA 580		\$30.00	2	\$60.00
OX 200	OXYGEN INDUSTRIAL 200 CGA 580		\$11.00	2	\$22.00
AC 4	ACETYLENE SIZE 4 CGA 510		\$35.11	2	\$70.22
AC 5	ACETYLENE SIZE 5 CGA 510		\$26.50	2	\$53.00
AG2UHHA-01	ADAPTOR UNIVERSIAL NON-SLOTTED		\$24.44	3	\$73.32
ATLATS20	ECONO STEEL GRIP TOMAHAWK		\$5.05	5	\$25.25
CON3001858	WRAP-A-ROUND 1648 BLACK MEDIUM 6" PIPE DIAMETER		\$10.30	6	\$61.80
FIB4178CL	FACESHIELD 8X17X.06 CLEAR		\$4.01	10	\$40.10
FIB4178DGN	FACESHIELD 8X17X.06 DARK GREEN		\$4.18	10	\$41.80
FIBC	HEADGEAR ASSEMBLY FIBER METAL		\$5.30	10	\$53.00
HOB5116544-035	HOBART E6010 STICK ELECTRODE 1/8 PIPEMASTER 60 50LB		\$1.93	300	\$579.00
HOB5119932-035	HOBART E7018 STICK ELECTRODE 3/32		\$1.86	300	\$558.00
LINED010278	LINCOLN E6010 STICK ELECTRODE		\$2.41	100	\$241.00
MCK5483930-032	MCKAY E309L-16 STICK ELECTRODE 3/32		\$9.68	20	\$193.60
MIL000068	MIG TIP .035" 1.12" SCREW ON		\$0.89	20	\$17.80
MIL135430	MIG TIP .035/53 ALUMINUM 10		\$1.27	15	\$19.05
OET10100019	CLAMP 9/16 2EAR 100EA/PK		\$0.24	3	\$0.72
RAD6400346	RADNOR BRUSH CUP KNOTTED		\$8.55	30	\$256.50
RAD64000703	RADNOR GRINDING WHEEL 4 1/2"X1/4"X7/8" 27 A2		\$1.03	40	\$41.20
RAD64000864	RADNOR FLAP DISC 4 1/2X7/8 TYPE 29		\$2.85	20	\$57.00
RAD64001958	RADNOR TUNGSTEN 3/32 "X7" 2%		\$25.38	4	\$101.52
RAD64003410	3011 SPARK LIGHTER RADNOR SINGLE FLINT POP		\$1.11	20	\$22.20
RAD64003414	2001F FLINT RENEWAL		\$0.79	40	\$31.60
RAD64003504	WELDING CABLE SIZE 1 50' COIL		\$87.53	2	\$175.06
RAD64003516	WELDING CABLE SIZE 1 RADNOR BLACK 100'		\$175.05	2	\$350.10
TIL24CL	GLOVE MIG/TIG PREMIUM TOP GRAIN PEARL		\$9.15	20	\$183.00
TIL1250	GLOVE WELDERS BLUE SIDE SPLIT COWHIDE		\$7.35	80	\$588.00
RAD64001647	3/32" X 36" ER70S-2 RADNOR CARBON STEEL TIG WELDING ROD		\$2.69	20	\$53.80
	TIP CLEANERS		\$4.30	10	\$43.00
RAD64054961	RADNOR JACKET		\$13.23	80	\$1,058.40

		COMPACT PORTABLE BAND BLADES 10 TPI	\$12.83	10	\$128.30
RAD64002020		S-20 CHIPPING HAMMER COIL HANDLE	\$3.34	25	\$83.50
MIL137546		WC 11.5A	\$632.55	1	\$632.55
MIL151086		RCC 14 FINGER TIP	\$167.06	1	\$167.06
RAD64002058		PA532 ELECTRODE HOLDER 200 AMP	\$13.89	25	\$347.25
RAD64002143		L120 CABLE LUG NO. 1 2/0 2 PACK	\$5.20	5	\$26.00
RAD64002112		LGC200 GROUND CLAMP 200 AMP POP	\$11.36	25	\$284.00
RAD64001647		3/32 X 36 705-2 TIG RODS	\$2.69	20	\$53.80
RAD64005580		TIG GAS LENS 1/8" 45V27	\$2.82	10	\$28.20
RAD64005647		TIG BLACK CAP LONG 5 7YOZ	\$1.18	10	\$11.80
		7" GRINDING ROCKS FOR SIDE GRINDER	\$4.50	10	\$45.00
MTB655347000		METABO CUTTING WHEELS 6"X.045X7/8"	\$1.35	20	\$27.00
PRFRF1430-580		PRO FAX REGULATOR MIG/TIG	\$35.22	3	\$105.66
		BUFFERS 80 GRIT 2' FOR PNEUMATIC GRINDERS	\$2.56	30	\$76.80
		Oxygen bottles	\$175	3	\$525
		Acetylene bottles	\$175	3	\$525
		Argon bottles	\$175	3	\$525
		Compressed N.O.S. 75% 25% bottles	\$175	3	\$525
		Torch repair boxes	\$41	2	\$82
		75-25 gauges	\$99	2	\$198
		No. 1 torch tips	\$4.98	15	\$74.70
		Soap stone	\$7.50	4	\$30
		Burning Goggles	\$17.76	4	\$71.04
		Mig Wire .035	\$55.08	2	\$110.16
		Mig Wire .025	\$55.98	2	\$111.96
					\$14,119.37

Hand Tools

Item	Qty	per unit	total
13 pc open end wrench set SAE	1	\$69.96	\$69.96
13 pc open end wrench set metric	1	\$69.96	\$69.96
18 pc combination wrench set SAE	1	\$59.96	\$59.96
12 pc box end wrench set SAE	1	\$69.99	\$69.99
20 pc 3/8" drive socket set metric & SAE	2	\$34.19	\$68.38
24pc 1/2" drive socket set	2	\$60.86	\$121.72
1/2" drive file handle	2	\$19.96	\$39.92
23 pc screwdriver set	2	\$29.96	\$59.92
needle-nosed pliers	6	\$3.99	\$23.94
3 pc locking pliers set	2	\$39.99	\$79.98
2pc adjustable pliers set	2	\$49.99	\$99.98
4pc pliers set	2	\$44.96	\$89.92
14pc nut driver set	2	\$43.19	\$86.38
speed square	6	\$8.99	\$53.94
combination square	3	\$12.99	\$38.97
framing square	3	\$12.99	\$38.97
6" C clamp	3	\$15.49	\$46.47
28pc chisel set	2	\$71.99	\$143.98
3# hammer	2	\$19.99	\$39.98
24oz ball peen hammer	3	\$19.99	\$59.97
12oz ball peen hammer	2	\$15.99	\$31.98
32oz ball peen hammer	3	\$21.99	\$65.97
16oz claw hammer	2	\$18.04	\$36.08
pry bar	2	\$11.99	\$23.98
gooseneck bar	2	\$13.99	\$27.98
16" pry bar	2	\$12.34	\$24.68
6pc long pin punch set	1	\$24.99	\$24.99
26pc hex key set	2	\$19.96	\$39.92
hex key pack	2	\$11.99	\$23.98
24" level	3	\$15.49	\$46.47
magnetic torpedo level	4	\$11.99	\$47.96
multi-position level	4	\$11.99	\$47.96
6" bench vise	2	\$49.99	\$99.98

Hand Tools

12" hack saw	2	\$24.99	\$49.98
hand saw	1	\$21.99	\$21.99
handle file set	2	\$32.18	\$64.36
adjustable wrench	2	\$37.90	\$75.80
12" adjustable wrench	2	\$27.99	\$55.98
14" pipe wrench	1	\$27.49	\$27.49
10" pipe wrench	1	\$27.99	\$27.99
chipping hammer	20	\$5.97	\$119.40
wire brush	20	\$2.47	\$49.40
stainless wire brush	6	\$4.47	\$26.82
die grinder IR	2	\$45.00	\$90.00
50' Campbell Hausfeld air hose	2	\$38.96	\$77.92
25 pc air kit	1	\$25.00	\$25.00
electric impact wrench	1	\$169.00	\$169.00
impact sockets	1	\$46.97	\$46.97
52" 11 drawer tool box	1	\$4.79	\$4.79
50' extension cord	6	\$11.97	\$71.82
10" bench grinder	1	\$4.59	\$4.59
80 gal air compressor	1	\$7.99	\$7.99
Dewalt 4 1.2" grinder	10	\$99.00	\$990.00
Milwaukee reciprocating saw	2	\$119.00	\$238.00
Makita circular saw	1	\$149.00	\$149.00
Dewalt 18 volt drill	1	\$99.00	\$99.00
Dewalt 20 volt drill	1	\$179.00	\$179.00
21pc Dewalt drill bit set	2	\$24.97	\$49.94
7 1/4" saw blade	3	\$7.97	\$23.91
reciprocating saw blades (5pk)	2	\$13.97	\$27.94
Makita 14" cut-off saw	2	\$209.00	\$418.00
14"x1/8"x1" blades	30	\$6.97	\$209.10
Dewalt 8" bench grinder	2	\$128.09	\$256.18
Milwaukee 44 7/8" 18 TPI	6	\$14.97	\$89.82
Milwaukee deep cut band saw	2	\$299.00	\$598.00
Dewalt 7" grinder	3	\$117.40	\$352.20
Delta drill press	1	\$1,029.00	\$1,029.00

Hand Tools

Milwaukee drill bits	2	\$24.00	\$48.00
V head pipe stand	4	\$82.00	\$328.00
30" bar stool	4	\$289.00	\$1,156.00
Victor torch kit	2	\$398.60	\$797.20
3 ton floor jack	2	\$99.99	\$199.98
Milwaukee 1 ton chainfall	1	\$230.00	\$230.00
42" shop fans	4	\$329.00	\$1,316.00
safety glasses	80	\$2.37	\$189.60
16' tape measure	20	\$17.97	\$189.60
Makita jig saw	1	\$119.00	\$119.00
Vise Grips	25	\$14.97	\$374.25
Makita jig saw blades	4	\$6.59	\$27.99
hot box for rod storage	2	\$209.00	\$418.00
Mately beveler torch	1	\$978.00	\$978.00
Ridgit 300 pipe beveler	1	\$1,490.00	\$1,490.00
pneumatic grinder	6	\$116.84	\$701.04
abrasive blast cabinet	1	\$2,500.00	\$2,500.00
ice maker	1	\$2,500.00	\$2,500.00
washer & dryer	1 set	\$1,000.00	\$1,000.00
refrigerator	1	\$500.00	\$500.00

TOTAL \$22,693.26