



Triumph Gulf Coast, Inc.





WHS Welding

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Attachments:

- Attachment 1: Management’s Discussion and Analysis
- Attachment 2: Approval and Authority document
- Attachment 3: Curriculum Frameworks
- Attachment 4: Quotes



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 | | | |
| 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 | Grade | Year | Grade |
|------|-------|------|-------|
| 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 | | | |
| Teaching In-Field | 91.7 | 95.4 | 85.1 |
| Teaching Out-of-Field | | | |
| 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