

Application Score Sheet

Proposed Project: Wakulla School Board, War Eagle Career Academy (264)

Proposed Project/Program County: Wakulla

Board of County Commission Support: Yes

Total Projected Project Cost: \$38,916,830

Match Provided: \$18,605,223

Triumph Funds Requested: \$20,011,606 (51%)

Triumph Funds Recommended by Staff: \$20,011,606

Score: A

ROI: \$31.1 per dollar of Triumph cost

Economic Impact Score

The Wakulla County School Board (WCSB) is requesting \$20,011,606 in Triumph funding to be used to make infrastructure improvements that will allow it to deliver 7,450 CAPE list certifications, with particular focus on information technology and artificial intelligence, over a twelve-year project. District staff note that these are net new certificates, above and beyond those already being offered in Wakulla's successful CTE program. This yields a cost to Triumph of \$2,686.12 per certificate.

The match committed by WCSB and its partners is \$18,605,223. \$1,000,000 is for construction, \$1.6 million is from their federal Perkins funding and used for equipment, \$300,000 is from FL DOE at the standard O&M rate for district structures, \$3 million is from FL CAPE bonus funding to be used for expenses in delivering these certificates, \$12.1 million is from per new student FTE funding from FL DOE via the Florida Education Funding Program (FEFP) and will fund instruction and administration of the Academy and \$830,000 will be provided by WCSB to fund purchase of certification curricula and exams.

These dollar values mean that Triumph provides 51.4 percent of the \$38,916,830 cost of the project.

The proposed Triumph award would fund construction of an approximately 56,224SF facility that would house various classrooms, labs, and ancillary facilities. District staff specify that 100 percent of all use of the new facility would be devoted to delivering the industry certificates and related ancillaries specified in the proposal.

The proposed program is innovative insofar as the WCSB will partner with Lively Technical College at the new facility, with support provided online, and will integrate certificate attainment into the course map for high school graduation, ensuring both a relatively high attainment rate and an academic curriculum that will match industry needs in the short run and the longer run. Dr. Fuller notes that the alignment for workforce training, appropriate for employment in the

career field (diverse and evolving) is appropriate and that the project is designed to be transformational in the Triumph service region, and that the project certificate outcomes and the personnel and external partner plans are well-defined and sequenced appropriately. Dr. Fuller finds that the proposed industry certificates provide a blend between skill training for existing needs and training for new skills, particularly in information technology and artificial intelligence, with room to include responses to rapidly evolving business skill needs of businesses.

At a reimbursement rate of \$2,686.12 per net new certification, the discounted total increase in household incomes expected from the program will be \$31.1 per dollar of Triumph cost, which is high relative to those programs in the Triumph education portfolio. For these reasons, staff rate this program “A” in terms of economic impact.

Project Summary (based on information provided by the applicant)

The Wakulla County School Board (WCSB) is requesting a \$20,011,606 Triumph grant for the construction and implementation of the War Eagle Career Academy to be located at Wakulla High School. The career academy will expand career and technical education in Wakulla County in partnership with Lively Technical College (LTC) to meet regional workforce demands. The programs within the academy will prepare students for high-skill high-wage in demand jobs resulting in at least 7,450 industry certifications. The Academy classes will be open to students in grades K-12 during the school day, summer programs and adult students in the evening.

WCSB has been a leader in Northwest Florida for educational quality and has a track record of success with Career and Technical Education programs (CTE). Partnering with LTC and the Franklin County School District, the economic benefits to the region will be maximized by enhancing the availability of in demand CTE programs.

The proposed grant will embed CTE in existing curricula, in standalone programs and stacked micro-credentials to build unique employees for employer needs. Examples of the new and expanded programs include artificial intelligence; AWS (Amazon Web Services); physical therapy/sports medicine; television production; Comp Tia +; Digital Media; Cloud Computing; banking, finance, and investments; and automotive/diesel/marine technology.

This proposal includes career micro-certifications designed to rupture silos as they exist in education today allowing for CTE integration into existing state curricula, as well as integration of steadily updated and relevant industry certifications. Students will work on résumé and product development, including skills training and industry certification to align with industry. This proposal includes career preparation, planning and job placement for students. The academic and workforce readiness trajectory will culminate in full post-secondary credentials and an avenue to continue education or workforce placement.

Career and Technical Education can be viewed as both a structural and instructional approach that informs the design of schools, programs, and classes as well as the delivery of curriculum and instruction. CTE is delivered through various institutions to create talent, including comprehensive high schools, shared or part-time technical high schools, regional technology

centers, and statewide institutes. Some states and districts have created specialized technical institutes that are open to students across their regions.

At the secondary level, CTE is delivered through whole-school models like technical or themed high schools, school-within-a-school models like career academies or smaller learning communities housed within a larger comprehensive high school, and pullout models that allow students to be educated in part-day formats off-campus from their home school. In addition, CTE courses are frequently offered as dual enrollment opportunities, which allow high school students to take college-level courses that result in both high school and postsecondary credit. Many dual enrollment courses are offered on college campuses, however in Wakulla County, due to its partnership with Lively Technical College (LTC), career dual enrollment courses are taught on the high school campus moving Wakulla County more towards a CTE comprehensive high school model; a CTE school within a school.

At the postsecondary level, technical colleges often partner with high schools to provide CTE programs, but they also provide programs for adults which are independent of the K–12 systems.

Schools are increasingly offering programs of study that provide coherent sequences of academic and technical courses—many of which span high school and postsecondary education. Some programs of study also integrate on the job training opportunities, such as job shadowing, internships, or paid work experiences, in a related enterprise where students can apply their certifications, both macro and micro. Programs of study are based on the Clusters that have been developed by the National Association of State Directors of Career Technical Education Consortium and endorsed by the U.S. Department of Education. The Career Clusters are used to help organize CTE programs and schools. Schools and districts design curricula and instructional activities within specific career fields and to disrupt the stagnation of current programs of study that bridge secondary and postsecondary education.

This proposal aims to eliminate the bridge and make the learning process seamless for students and adults. Each Cluster represents a distinct grouping of occupations and industries and provides guidance on the knowledge and skills required within specific career fields. They provide an organizing theme for the program, and academic classes, such as mathematics and science, are presented in the context of the career. CTE programs rely on partnerships with employers to deliver content and provide learning opportunities outside the classroom. Employers provide information about the knowledge, skills, and macro/micro curricula needed for career progression in the industry clusters; offer real world examples of industry problems and challenges for students to resolve; donate and provide technical equipment; and often supplement instruction by adding industry expertise to be covered by CTE faculty. Employers also make available work-based learning opportunities for many youth, allowing them to experience the workplace and deploy valuable employability skills.

When students dual enroll for career and technical college, the clock hour courses while in high school are paid for by the school district the student is enrolled in. Students who attend public high school receive training for free and dual enrollment credits are paid for by the school district. Families avoiding tuition costs is an economic benefit as the cost of post-secondary

tuition continues to increase. Tuition, books, student access fees and equipment associated with these programs are also at no cost to the student.

This CTE expansion project serves multiple counties and will be sustainable without further request for funds due to student enrollment and success in the programs.

Within the next 4 years, Wakulla County is projected to grow by approximately 10% with that growth continuing to increase by almost a third of its current population over the next 14 years. This year’s kindergarteners could see a 33% increase in student enrollment by the time they graduate, while the housing market could also see an increase of 34% more housing units within the area.

The grant is designed to fill current gaps in employment that exist in the workforce today. The project will ensure certificates are earned that match industry needs in the short term and into the future. According to the United States Census Bureau the region’s 2019 median income was \$45,734 with the state of Florida’s median income in the same year being \$62,843. The demand for industry and technology certified individuals in the region as well as nationwide is rapidly increasing. Employment opportunities are on the rise for industries such as healthcare, robotics, auto maintenance, drone technology, and digital information/design/security just to name a few.

The average income for a variety of certified occupations in the region that students can train for includes:

Occupation	Median Annual Income
Drone Pilot	52,731.00
Robotic	73,230.00
Computer and Information Systems Manager	102,099.27
Information Security Analysts	83,038.60
Computer Programmers	105,070.91
Robotics Engineer	91,531.00

Northwest Florida FORWARD’s strategic report

The project proposed to yield at least 7,450 certification over 12 years.

Year of Implementation	# of Certifications
1	600
2	600
3	650
4	650
5	650
6	700
7	650
8	650
9	600

10	600 (700)
11	550 (700)
12	550 (700)

Students enrolled in the programs will meet their high school graduation requirements along with receiving one or more industry certification in their chosen field. Advisors will work with students to clearly map out an education plan regarding the students' primary interest. STEM disciplines along with other valued education goals will be charted towards continued career post-secondary work or direct employment. This helps to cultivate not only the academic side of the student, but the skill development of the employee. Students who attend these courses will have a clear purpose and direction for their future. Standards such as creativity and innovation are embedded into both programs.

Budget