



## **Florida Job Growth Grant Fund Workforce Training Grant Proposal**

Proposal Instructions: The Florida Job Growth Grant Fund Proposal (this document) must be completed and signed by an authorized representative of the entity applying for the grant. Please read the proposal carefully as some questions may require a separate narrative to be completed.

### **Entity Information**

Name of Entity: Washington County School District - Florida Panhandle Technical College

Federal Employer Identification Number (if applicable): ██████████

#### Contact Information:

Primary Contact Name: Martha Compton

Title: Director of Adult, Career and Technical Education

Mailing Address: 757 Hoyt Street  
Chipley, FL 32428

Phone Number: 850-638-1180 ext. 301

Email: Martha.Compton@fptc.edu

### **Workforce Training Grant Eligibility**

Pursuant to 288.101, F.S., The Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

Eligible entities must submit proposals that:

- Support programs and associated equipment at state colleges and state technical centers.
- Provide participants with transferable and sustainable workforce skills applicable to more than a single employer.
- Are offered to the public.
- Are based on criteria established by the state colleges and state technical centers.
- Prohibit the exclusion of applicants who are unemployed or underemployed.



## 1. Program Requirements:

Each proposal must include the following information describing how the program satisfies the eligibility requirements listed on page 1.

- A. Provide the title and a detailed description of the proposed workforce training.

3D Welding Institute  
Please see attachment

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- B. Describe how this proposal supports programs at state colleges or state technical centers.

Please see attachment

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- C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

Please see attachment.

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- D. Does this proposal support a program(s) that is offered to the public?

Yes     No

- E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.

Please see attachment.

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- F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?

Yes     No

- G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.

Please see attachment.

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## 2. Additional Information:

- A. Is this an expansion of an existing training program?  Yes  No

If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

Please see attachment.

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- B. Does the proposal align with Florida's Targeted Industries? (View Florida's [Targeted Industries here.](#))

Yes  No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

Please see attachment.

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- C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida's [Demand Occupation Lists here.](#))

Yes  No

If yes, please indicate the occupation(s) with which the proposal aligns.

If no, with which occupation does the proposal align?

Please see attachment.

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D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).

If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.

If computer-based, identify the targeted location(s) (e.g. city, county, statewide) where the training will be available.

Please see attachment.

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E. Indicate the number of anticipated enrolled students and completers.

Please see attachment.

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F. Indicate the length of program (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and ending dates.

Begin Date: August                      End Date: June

G. Describe the plan to support the sustainability of the proposal.

Please see attachment.

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H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code if applicable.

Please see attachment.

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I. Does this project have a local match amount?

Yes  No

If yes, please describe the entity providing the match and the amount.

The project does not have a local match. However, the project is supported by district and workforce funds. Please see attachment.

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J. Provide any additional information or attachments to be considered for the proposal.

Please see attachment.

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### 3. Program Budget

**Estimated Costs and Sources of Funding:** Include all applicable workforce training costs and other funding sources available to support the proposal.

A. Workforce Training Project Costs:

Equipment	\$ 1,058,450.00		
Personnel	\$ 117,673.29		
Facilities	\$ 2,125,000.00		
Tuition	\$ .00		
Training Materials	\$ 20,000.00		
Other	\$ .00	Please Specify:	_____
<b>Total Project Costs</b>	<b>\$ 3,321,123.29</b>		

B. Other Workforce Training Project Funding Sources:

City/County	\$ .00		
Private Sources	\$ .00		
Other (grants, etc.)	\$ 79,450.00	Please Specify:	Workforc
<b>Total Other Funding</b>	<b>\$ 79,450.00</b>		

**Total Amount Requested** \$ 3,241,673.29

**Note:** The total amount requested must equal the difference between the workforce training project costs in 3.A. and the other workforce training project funding sources in 3.B.



- C. Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding, how equipment purchases will be associated with the training program, if applicable, and any other pertinent budget-related information.

Please see attachment.

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#### 4. Approvals and Authority

- A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g., approval of a board, commission or council)?

The proposed project was approved by the Washington County School Board on August 14, 2017. Please see attachment.

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- B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:

- i. Provide the schedule of upcoming meetings for the group for a period of at least six months.

Please see attachment

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- ii. State whether that group can hold special meetings, and if so, upon how many days' notice.

Please see attachment

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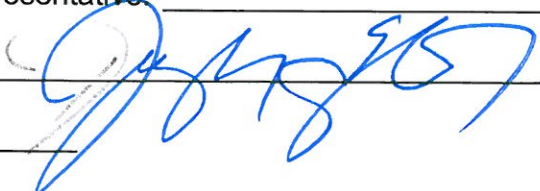
- C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.



I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity.

Name of Entity: Washington County School District

Name and Title of Authorized Representative: Joseph Taylor, Superintendent

Representative Signature: 

Signature Date: August 15, 2017

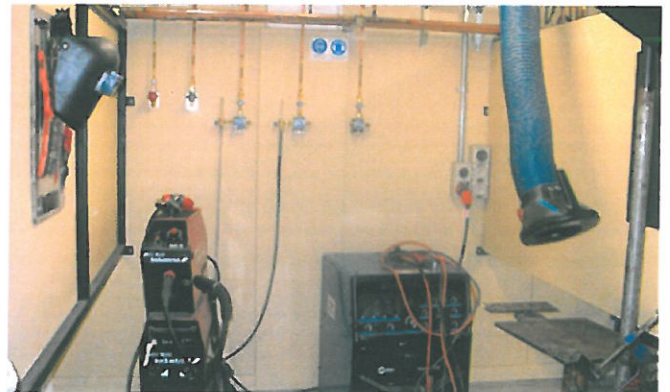
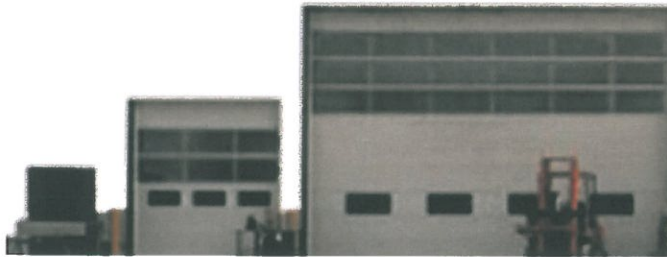
# 3D WELDING INSTITUTE

West Blvd



FPTC Back Parking Lot

Electrician Program



**Construction with Furnishings @ \$170 per square feet**

12,500 sq ft. = \$2,125,000

**Programs and Labs to be housed in facility:**

EXPANDED PROGRAMS

Welding Technology and Welding Technology - Advanced

PROPOSED PROGRAMS

Advanced Manufacturing and Production Technology - 3D Additive Manufacturing - NEW



## 1. Program Requirements:

### A. Provide the title and a detailed description of the proposed workforce training.

Title: **3D WELDING INSTITUTE**

The proposal is to provide workforce training in Additive Manufacturing Technology of 3D printing and Welding, by imbedding an Advanced Manufacturing and Production Technology program to an expanded, updated welding and advanced welding program to meet the needs of local and regional workforce, while training a future workforce.

3D printing, also known as additive manufacturing, has been around since 1984. However, recent advances in the technology and the decline in pricing has made 3D printing feasible in all industries. As reported in Wohlers Report 2015, in 2014 alone, the 3D-printing industry grew by 35.2%. While the industry saw a slight slowdown in 2015, innovations with 3D-printed products are visible among a wide range of industries. Forbes forecasts 3D-printing as a \$4.1 Billion Industry. As the cost of 3D printing drops and the technology becomes more accessible, 3D printing will be more evident in all industries. At FPTC, 3D printing was introduced in 2004 with the expensive purchase of our first 3D printer in the drafting program. The limited capacity of the printer and cost of repairs, made it imperative to update the printer in 2016. With the purchase of two small 3D printers, we have advanced the success of the our drafting graduates and have given them an edge when applying for jobs. The project will provide funding to support 2 large 3D printers that would print many different types of materials and would provide unlimited potential for training.

Some of the most exciting advances in 3D printing can be found in the world of construction and manufacturing, where 3D printing is starting to shift the potential of affordable housing. Researchers from the University of Southern California have created a 3D printer that can build a 2,500 square-foot house in 24 hours. Part of the reason 3D-printed solutions are often cost-effective is the technology: the process involves building solid, three-dimensional objects from a digital model, using additive processes in which successive layers of material are assembled on top of one another to build the desired object. This assemble process is directly from a digital model which increases precision and removes the room for error. It is distinct from older manufacturing techniques that relied on removal, by the process of cutting, drilling, or chopping, instead of addition. The costs of the wasted materials adds up and 3D printing or additive technology is the solution to this issue. 3D-printer technicians will play a key role in the advances of this technology in all industries. The 3D Welding Institute project adds a program that will implement a trained workforce in 3D Technologies and other additive manufacturing training for all industries. While the project focuses on the additive technology of Manufacturing, the training can be transferred to any industry. The training will provide a workforce for North Florida that

will support 3D industries that are interested in locating to the Florida Panhandle. In a very simplistic use of the program, students will learn to print 3D models that will be utilized for training purposes in lab and classroom settings. The difference between a 2D model and a 3D model is that the 3D model can be printed to actually replicate production-ready parts.

From an industrial perspective, 3D printing is being explored in a number of different segments. The aerospace community, which is exploring the savings from lightweight designs is leading the research of the use of 3D printing. The medical industry is also an early adopter of the technology for the above reasons, and the ability to customize the part for patient-specific needs makes it appealing. Other segments are following suit, including automotive and heavy manufacturing industries. As manufacturing prices continue to decline, 3D printing is becoming a technology that will be used in all industries and technicians will be necessary for this workforce. There are a variety of estimates as to what the total future market potential for using 3D printing. In a May 2013 study by the McKinsey Global Institute, the report estimates an impact of up to \$550 billion per year by 2025.

There are four (4) parts to the funding proposal:

1. **FACILITY** - The proposal focuses on Manufacturing and includes a building that would be used as a training facility in welding and additive manufacturing. The facility will double the size of FPTC's current welding facility and will house a new Advanced Manufacturing and Production Technology program in the same space, which will allow students to gain more depth about manufacturing by experiencing all phases of manufacturing, from design through production. The expanded facilities will also give the capacity to serve 100% more students in these existing and newly developed program areas. The training facility will house a state of the art 3D printing/additive manufacturing and welding lab, along with expansion of the welding and advanced welding programs.
2. **PROGRAM IMPLEMENTATION** – Currently active Welding programs would be expanded through the use of the new equipment. The programs are open enrollment because of the need to sustain the program for local workforce. Fourteen full-time students are necessary to sustain a program through the funding calculated by instructional hours earned. In rural Florida, this number does not adequately provide supplemental funds to keep equipment updated.

**PROPOSED NEW PROGRAMS:**

Program Title	PSAV Number	CIP	Length
Advanced Manufacturing and Production Technology	J100200	0615040606	600 Hours

**CURRENTLY ACTIVE WELDING PROGRAMS:**

Program Title	PSAV Number	CIP	Length
Welding Technology	J400400	0648050805	1050 Hours
Welding Technology - Advanced	J400410	0648050806	750 Hours

3. **INSTRUCTOR SALARY** – Two full time salaries are necessary for the success of the proposal and requires instructors with 3D/CNC technology and welding experience. While the proposal includes 2 start-up salaries, one instructor is already established on campus through current workforce funding. In small rural workforce training facilities, instructors teach 2 or more linked programs to support funding and sustainability. For example, the electrical instructor also teaches Electrical and Instrumentation 1 & 2. The Welding instructor is teaching 24 students in welding and advanced welding. While it is hard for rural facilities to sustain multiple programs, students still receive training in additional areas through current programs. The carpentry instructor is currently teaching CNC concepts to give students an advantage when interviewing for jobs.
4. **EQUIPMENT** – The proposal includes funding to expand the current welding lab that maintains equipment that is 10 – 15 years old. The project also includes a proposal for an additive manufacturing lab that consist of the new purchase of two (2) 3D printers that will print from multiple materials. While the proposal provides students with a foundation of knowledge and technically oriented experiences in the study of automation technology based on manufacturing, the manufacturing lab will be utilized by programs from multiple cluster areas such as Architecture and Construction, and Health Sciences.

**B. Describe how this proposal supports programs at state colleges or state technical centers.**

The Florida Department of Education, Office of Career and Technical Education (CTE) manages programs for middle school, high school, and district technical school and Florida College System students throughout Florida. Each career preparatory program is reviewed by career-specific business and industry members on a three-year cycle to ensure the program remains relevant to workforce needs. Out of the 50 fastest-growing occupations in Florida, less than one-third require a four-year college degree or higher. The majority (58 percent) of these occupations require a postsecondary adult vocational (PSAV) certificate.

Florida Panhandle Technical College, Washington County School District’s postsecondary educational institution, plays an important role in training students for the Panhandle manufacturing workforce and a competent workforce is crucial to meet the needs of the Panhandle. Students may complete certain PSAV programs in as little

as one year. The proposal will support programs, students and panhandle communities in several ways:

- Provide an opportunity to gain start-up costs to implement new program
- Provide a facility to house a 3D additive technology lab
- Create a state of the art additive Technology lab that can be used by all programs on campus
- Provide a trained work force for new additive technology and welding industries to locate into the community
- Support a technician, through the additive technology instructor, on campus that can maintain, diagnose and repair campus equipment
- Increase the number of students with certificates in rural high demand manufacturing occupations that will generate performance funding
- Articulate and ease student transitions across the education continuum from high school to credit postsecondary, and finally to employment
- Achieve faster attainment of skills and pay in high-demand manufacturing and technology occupations
- Expedite technical certificates in a year or less
- Increase the number of Panhandle Students mastering 3D computer-aided design (CAD) modelling.
- Increase the number of Panhandle Students accessing postsecondary education
- Increase wage gain over time for student completers

**C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.**

Through a series on connected programs, or Career Pathways, FPTC will enable individuals to secure a job or advance in the welding industry. The 3D Welding Institution project will focus on training students from high school to career, all with the ultimate goal of employment.

Career and Technical Education (CTE), or what was once known as vocational education, is no longer for individuals that are not going to attend a college. The career and technical training of today, is now for everyone. Future engineers should consider an electrician program or the drafting or additive manufacturing programs, which are designed to train students in the use of AutoCAD. Industry certifications make students better candidates when applying for jobs. Finding the career pathway and choosing a career is one of the most important of life's decisions. Whether you want a career in a year, or you are headed to the university, Florida Panhandle Technical College is the first step along the path.

Florida Panhandle Technical College maintains articulation agreements with state colleges through the Florida Department of Education (FLDOE). This means that FPTC



students who take advantage of dual enrollment opportunities can earn postsecondary credit through an industry certification or licensure. Students with state recognized credentials can enter college or employment in advanced standings. In this way, career & Technical education allows students to get a head start on college and a career pathway, while saving money at the same time. Dual-enrolled students attend the technical college at no cost to the student. Adult students can attend Florida Panhandle Technical College for a fraction of the cost of tuition at other postsecondary institutions: \$2,911, on average, in 2016-2017. Financial assistance and foundation scholarships are available to those who qualify.

The proposal will provide training to meet the needs of engineering and consulting firms, manufacturing firms, aerospace manufacturing companies, existing industries utilizing 3D printing and new additive manufacturing companies that might choose Northwest Florida. The proposal also provides an opportunity for students to create pathways with multiple exit points that ensure that FPTC is meeting workforce demands and providing good job opportunities.

**D. Does this proposal support a program(s) that is offered to the public?**

The proposal supports programs that are offered to the public. The Florida Panhandle Technical College is a public institution of the Washington County School Board, certified by the Florida State Department of Education and accredited by the Southern Association of Colleges and Schools Commission on Colleges. Any individual 16 years of age and older may apply for admission at Florida Panhandle Technical College (FPTC).

The Florida Panhandle Technical College is committed to a policy of nondiscrimination in employment and educational opportunities. No person shall be discriminated against or harassed in any educational program, services or activities, or employment conditions or practices on the basis of race, color, national origin, religion, sex, age, disability, marital status or sexual orientation.

Admission is open to students with limited English proficiency. In order to eliminate barriers, FPTC assesses each student's ability to participate and benefit through placement testing and counseling. Based on assessments, services or referrals are provided to help prepare students for successful participation.

Florida Panhandle Technical College is accredited by the Commission of the Council on Occupational Education.

**E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.**

The Florida Panhandle Technical College is a public institution of the Washington County School Board, certified by the Florida State Department of Education and

accredited by the Southern Association of Colleges and Schools Commission on Colleges. Florida Panhandle Technical College is accredited by the Commission of the Council on Occupational Education.

The Florida Department of Education, Career & Technical Education (CTE) Programs division is responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development. These programs are organized into 17 different career clusters and are geared toward middle school, high school, district technical school, and Florida College System students throughout the state. FPTC offers 9 of the career clusters.

The proposal implements one (1) program and expands two (2) programs from the manufacturing cluster that will follow frameworks established by the Florida Board of Education. The programs will also meet guidelines and regulation set by all applicable health science boards and manufacturing organizations.

With the help of partners in education, business and industry, and trade associations, each program will include the academic and technical skills required to be successful in the proposed workforce fields.

**F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?**

The proposal supports programs that do not exclude unemployed or underemployed individuals.

**G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.**

The manufacturing workforce is important to the state's rural economy and our rural area of opportunity. With careful planning and training, the postsecondary institutions can meet local, regional and state manufacturing needs and provide opportunities for panhandle students of all backgrounds for good jobs with good wages.

Jobs in welding span different industries. The highest numbers of welding jobs across the country are in metals manufacturing, construction, car manufacturing and machinery and equipment manufacturing. Ship building and maintenance, bridge construction, and building construction employ a high percentage of welders and offer many opportunities in Florida.

The Bureau of Labor Statistics projects a 15% growth rate in the welding sector between 2010 and 2024. It was also estimated that an additional 50,000 welding

positions will be added during the decade. The Bureau also reported that welders who are trained in the latest techniques and devices will have greater job security and higher wages.

The Targeted Occupations list is based on economic indicators validated by training providers and economic developers throughout the region. The Targeted Occupations List enables FPTC to make informed decisions about training for careers that likely have a good return on investment. The Occupational Demand List for region 3 below, indicates that there are 2,607 annual openings for those having manufacturing and welding skills.

### 2017-18 Regional Demand Occupations List

Sorted by Occupational Title

Workforce Development Area 3 - Calhoun, Holmes, Jackson, Liberty, and Washington Counties

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), or 5 (Bachelor's Degree)
- 2 10 annual openings and positive growth
- 3 Mean Wage of \$13.06/hour and Entry Wage of \$10.62/hour
- 4 High Skill/High Wage (HSHW) Occupations:  
Mean Wage of \$20.47/hour and Entry Wage of \$13.06/hour

SOC Code†	HSHW††	Occupational Title†	Annual		2016 Hourly Wage		FLDOE Training Code	In EF1 Targeted Industry?	Data Source†††
			Percent Growth	Annual Openings	Mean	Entry			
514041		Machinists	1.44	414	18.84	12.59	3	Yes	S
472073		Operating Engineers/Construction Equipment Operators	1.89	575	17.96	13.34	3	No	S
472152		Plumbers, Pipefitters, and Steamfitters	1.75	775	19.37	13.28	3	No	S
472211		Sheet Metal Workers	1.66	315	17.77	12.52	3	No	S
514121		Welders, Cutters, Solderers, and Brazers	1.05	528	18.24	12.76	3	Yes	S

†SOC Code and Occupational Title refer to Standard Occupational Classification codes and titles.

††HSHW = High Skill/High Wage.

†††Data Source:

R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.

S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.

EFI - Enterprise Florida, Inc.

Through the implementation of the additive technology lab and the proposed manufacturing program, having a trained workforce in 3D technology could provide opportunity for new 3D industries to locate into North Florida and create new job opportunities for the Florida Panhandle. The lower cost of this technology is making it a cost effective resource for many different career fields. Skilled labor shortages have become one of the main topics for companies exploring a move to rural panhandle communities. Labor shortages have also increased the demand and competition for skilled workers. These new programs and careers offer room for growth and the opportunity to move up to managerial positions with salaries that match or exceed those of traditional 4-year degrees.

Developments in the world of 3D printing continue to change the world. They constantly bring innovations with limitless potential. Technology has brought affordable, easy-to-use, consumer-grade models to market and made 3D valuable to all businesses and career fields.

Since the 1980's, 3D printing has been used for rapid prototyping and in the past years, the use of 3D printers are growing at such a rapid pace that it is imperative to provide training programs to support a rapidly growing workforce. To meet these workforce needs, it is necessary to introduce the use of 3D printing in our learning institutions for both training and education purposes. 3D technology has started to evolve into the next-generation manufacturing technology that is enabling the potential of local production of finished products. The training would grow a workforce that is capable of designing and developing 3D printed products and would continue to advance this technology locally in small rural communities. While, the initial implementation would be designed around manufacturing, it would provide training that would fit into most workforce fields. As manufacturing prices continue to decline, 3D printing is becoming a technology that will be used in all industries and technicians will be necessary for this workforce. The proposal would provide necessary training to encourage 3D industries to move into the rural Florida Panhandle.

This past year, FPTC completed 16 students from the welding programs and 100% entered the workforce.

## 2. Additional Information:

### A. Is this an expansion of an existing training program?

The proposal expands existing Manufacturing programs through the use of the facility and the proposed equipment, while adding new programs to meet the needs of the panhandle communities. The facility will double the size of FPTC's current welding facility and will house a new Advanced Manufacturing and Production Technology programs in the same space, which will allow students to gain more depth about manufacturing by experiencing all phases of manufacturing, from design through production. The expanded facilities will also give the capacity to serve 100% more students in these existing and newly developed program areas.

### B. Does the proposal align with Florida's Targeted Industries?

The proposal aligns with the Florida's Targeted Industries of life sciences and other manufacturing areas:

Program Title	CIP	Targeted Area	Qualified Targeted
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**Washington County School District**  
Workforce Training Grant Proposal

			<b>Industry Alignment</b>
Advanced Manufacturing and Production Technology	0615040606	Infotech, Homeland Security/Defense, Other Manufacturing	Modeling, simulation and training, Technology: Computer Systems Design Machine Tooling
Welding Technology	0648050805	Other Manufacturing, Homeland Security/Defense	Machine Tooling, Transportation: Shipbuilding and Repair
Welding Technology - Advanced	0648050806	Other Manufacturing, Homeland Security/Defense	Machine Tooling, Transportation: Shipbuilding and Repair

**C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List?**

As indicated in the list below, welding and the skills trained in the programs are on the Statewide and Regional Demand Occupations Lists:

**2017-18 Florida Statewide Demand Occupations List**

**Post Secondary Adult Vocational Certificate or College Credit Certificate/Associate Degree**

Sorted by Occupational Title

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Codes 3 (PSAV Certificate) or 4 (College Credit Certificate/Associate Degree)
- 2 150 annual openings and average growth rate of 1.43% or 360 annual openings with any positive growth
- 3 Mean Wage of \$14.39/hour and Entry Wage of \$11.70/hour
- 4 High Skill/High Wage (HSHW) Occupations: Mean Wage of \$22.55/hour and Entry Wage of \$14.39/hour

SOC Code† HSHW†	Occupational Title†	Annual Percent Growth	Annual Openings	2016 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	STEM Occupation?	New to List?
				Mean	Entry				
514041	Machinists	1.44	414	18.84	12.59	3	Yes	No	Yes
472152	Plumbers, Pipefitters, and Steamfitters	1.75	775	19.37	13.28	3	No	No	
472211	Sheet Metal Workers	1.66	315	17.77	12.52	3	No	No	
514121	Welders, Cutters, Solderers, and Brazers	1.05	528	18.24	12.76	3	Yes	No	

†SOC Code and Occupational Title refer to Standard Occupational Classification codes and titles.

††HSHW = High Skill/High Wage.

EFI - Enterprise Florida, Inc.

**2017-18 Regional Demand Occupations List**

Sorted by Occupational Title

Workforce Development Area 3 - Calhoun, Holmes, Jackson, Liberty, and Washington Counties

Workforce Estimating Conference Selection Criteria:

- 1 FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), or 5 (Bachelor's Degree)
- 2 10 annual openings and positive growth
- 3 Mean Wage of \$13.06/hour and Entry Wage of \$10.62/hour
- 4 High Skill/High Wage (HSHW) Occupations:  
Mean Wage of \$20.47/hour and Entry Wage of \$13.06/hour

SOC Code†	HSHW††	Occupational Title†	Annual		2016 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
			Percent Growth	Annual Openings	Mean	Entry			
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†††Data Source:

R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.

S = Meets statewide wage and openings criteria based on state Labor Market Statistics employer survey data. Statewide data are shown.

EFI - Enterprise Florida, Inc.

**D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).**

All training will be delivered in a face-to-face, classroom/lab-based instruction with externship and clinical opportunities with experts in the program field of study. The in-person classroom and lab training will be located at the Washington County School District’s postsecondary campus in the proposed welding facility at:

Florida Panhandle Technical College  
757 Hoyt Street  
Chipley, FL 32428

**E. Indicate the number of anticipated enrolled students and completers.**

The chart below indicates expected enrollment and completions in the proposed programs:

Program Title	PSAV Number	CIP	Anticipated Annual Enrollment	Anticipated Annual Completers
Advanced Manufacturing and Production Technology	J100200	0615040606	24 Students	20 Students
Welding Technology	J400400	0648050805	40 Students	32 Students
Welding Technology - Advanced	J400410	0648050806	20 Students	15 Students

**F. Indicate the length of program (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and ending dates.**

The majority of FPTC’s programs are open enrollment because of the need to sustain the program. In a rural environment, starting a full program is challenging. The programs are offered year round, beginning in August and includes a short summer break in July. FPTC is linked to the Washington County School District calendar and observes board approved holidays and breaks.

Program Title	PSAV Number	CIP	Length	Weeks
Advanced Manufacturing and Production Technology	J100200	0615040606	600 Hours	20 Weeks
Welding Technology	J400400	0648050805	1050 Hours	35 Weeks
Welding Technology - Advanced	J400410	0648050806	750 Hours	25 Weeks

**G. Describe the plan to support the sustainability of the proposal.**

One of the most challenging aspects of starting new programs for rural districts, are the start-up costs linked to the equipment and salary. However, once students are enrolled, the instructional hours generate enough workforce funds to support and sustain the program. The programs proposed will be sustained through enrollment, tuition, lab fees and workforce funding. The Bureau of Labor Statistics projects a 15% growth rate in the welding sector between 2010 and 2024. Through the procurement of shipbuilding contracts and the activity of the pipeline, Northwest Florida is needing welders and pipefitters to meet the demand.

To sustain the equipment in the Advanced Technology lab, workforce funds, grant funds, Carl D. Perkins funds and FPTC foundation funds will be utilized to repair existing and purchase new equipment.

**H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the classification of Instructional Programs (CIP) code is applicable.**

Program Title	CIP	Certification Number	Certification	Issuing Organization
Advanced Manufacturing and Production Technology	0615040606	IHKBZ001	CNC Production Specialist	IHK-Bildungszentrum
		ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	Autodesk
	0648050805	AWELD001	Certified Welder	American Welding Society

**Washington County School District**  
Workforce Training Grant Proposal

Welding Technology			OSHA 30-hour training - Program Card	Occupational Safety and Health Administration
			NCCER Welding - Level Core	National Center for Construction Education & Research (NCCER)
		NCCER061	NCCER Welding - Level 1	National Center for Construction Education & Research (NCCER)
		NCCER062	NCCER Welding - Level 2	National Center for Construction Education & Research (NCCER)
Welding Technology - Advanced	0648050805	NCCER063	NCCER Welding - Level 3	National Center for Construction Education & Research (NCCER)
		MSSCN001	MSSC Certified Production Technician	Manufacturing Skills Standards Council (MSSC)

**I. Does this project have a local match amount?**

The project does not have a local match amount. However, through workforce funds, FPTC will purchase equipment and all training materials necessary to complete the new proposed Advanced Technology Program.

**J. Provide any additional information or attachments to be considered for the proposal.**

FPTC has been working closely CareerSource Chipola and a letter from a local manufacturing groups has been provided below:





August 14, 2017

**Subject: Expansion & Growth of the Design/Drafting and Welding Programs**

To whom it may concern,

Air Performance, Inc. is a manufacturer located in Hartford, AL in the Southeast corner of the state. We produce architectural aluminum louvers, sunshades, brake metal, and other products for the commercial building industry with a major focus on high-rise developments.

In our shop, we use CNC Routers to perform many tasks, including cutting flat patterns for complicated brake metal parts and machining a variety of extrusions. We also use CNC press brakes and folders to bend/fabricate these parts. To run this equipment effectively, we need employees skilled in 2D and 3D CAD, who can understand prints provided by our customers, as well as drawing parts for programming of the machines. In addition, we use MIG and TIG welders in the fabrication of both the brake metal and extruded products.

Due to our close proximity to Florida Panhandle Technical College, we often look to them as a source for skilled labor in these areas. We have hired several employees from the school that have had welding or design/drafting training, and have been very pleased with the level of skill the employees have brought to our company.

With the cost of higher education ever increasing, along with the need for the technical skills provided by FPTC, I believe any commitment to expand these programs will benefit both the students and businesses in the surrounding areas.

Air Performance looks forward to our continued growth and will look to FPTC to help provide the skilled work force we need. If there is anything you believe we can do to help support these programs, please contact me anytime and I would be glad to discuss ideas with you.

Thank you.

**Ross Strickland / VP Eng. & Production**

Office 334-588-0070

### 3. Program Budget:

**Estimated Costs and Sources of Funding: Include all applicable workforce training costs and other funding sources available to support the proposal.**

#### A. Workforce Training Project Costs:

Equipment	\$ <u>1,058,450.00</u>
Personnel	\$ <u>117,673.29</u>
Facilities	\$ <u>2,125,000.00</u>
Tuition	\$ <u>0.00</u>
Training Materials	\$ <u>20,000.00</u>
Other	\$ <u>0.00</u>
<b>Total Project Costs</b>	<b>\$ <u>3,321,123.29</u></b>

#### B. Other Workforce Training Project Funding Sources:

City/County	\$ <u>0.00</u>	
Private Sources	\$ <u>0.00</u>	
Other (grants, etc.)	\$ <u>79,450.00</u>	Equipment/Materials
<b>Total Other Funding</b>	<b>\$ <u>79,450.00</u></b>	

**Total Amount Requested     \$ 3,241,673.29**

#### C. Budget Narrative

Function	Object	Account Title and Narrative	Amount
7400	630	Facilities Acquisition and Construction: Includes furnishings 12,500 sq. ft. @\$170.00 per sq.	\$2,125,000.00
5300	643	Capitalized Equipment: Advanced Manufacturing & Production Program Two(2) - 3D Metal/Other materials Printer	\$225,000.00
5300	641	Capitalized Equipment: Welding Equipment: Flex Tec 450 - 40@6000; TIG Precision 350 - 10@10,000; Laser Rust Remover 2@25,000; Milling Machine 2@ 30,000; Lathe 2@40,000; Hydraulic Press Brake 1 @60,000; Track Torch 2@2000; SubArc Welder 2@35,000; Overhead Bridge Crane 15 ton- 1@80,000; 6000lb Fork lift – 1@30,000	\$ 774,000.00

**Washington County School District**  
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5300	120	<b>Salaries:</b> Two full-time Instructors: Welding and Advanced Manufacturing & Production: 8 yrs. & 10 yrs. Experience	\$ 92,731.36
5300	220	<b>Social Security :</b> Two full-time Instructors: Welding and Advanced Manufacturing & Production: 8 yrs. & 10 yrs. Experience	\$ 7,093.95
5300	210	<b>Retirement:</b> Two full-time Instructors: Welding and Advanced Manufacturing & Production: 8 yrs. & 10 yrs. Experience	\$ 6,973.40
5300	230	<b>Group Insurance:</b> Two full-time Instructors: Welding and Advanced Manufacturing & Production: 8 yrs. & 10 yrs. Experience	\$ 10,040.00
5300	240	<b>Workers Compensation</b> Two full-time Instructors: Welding and Advanced Manufacturing & Production: 8 yrs. & 10 yrs. Experience	\$ 834.58
<b>TOTAL</b>			<b>3,241,673.29</b>

**4. Approvals and Authority**

**A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity.**

A formal approval of the 3D Welding Institute Grant Proposal was obtained by the Washington County School Board on August 14, 2017. No other approvals are necessary to execute the grant agreement, unless changes are made to the proposal.

**B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:**

**i: Provide the schedule of upcoming meetings for the group for a period of a least six months.**

The Washington County School Board meets monthly on the second Monday of each month. The schedule follows:

**Washington County School District**  
**Workforce Training Grant Proposal**

Schedule for Agenda Items and Board Documentation for Washington County School Board Meetings  
 (June 29, 2017- July 09, 2018)

<b>AGENDA ITEMS DUE</b>	<b>DOCUMENTS DUE</b>	<b>POST AGENDA (PACKET GOES OUT)</b>	<b>BOARD MEETING</b>
Thursday, June 15, 2017	Tuesday, June 20, 2017	Thursday, June 22, 2017	<b>Thursday, June 29, 2017 (4:00 PM)</b>
Wednesday, June 21, 2017	Monday, June 26, 2017	Monday, July 03, 2017	<b>Monday, July 10, 2017</b>
Tuesday, July 25, 2017	Monday, July 31, 2017	Monday, August 07, 2017	<b>Monday, August 14, 2017</b>
Tuesday, August 22, 2017	Friday, August 25, 2017	Friday, September 01, 2017	<b>Monday, September 11, 2017</b>
Wednesday, September 20, 2017	Monday, September 25, 2017	Monday, October 02, 2017	<b>Monday, October 09, 2017</b>
Wednesday, October 25, 2017	Monday, October 30, 2017	Monday, November 06, 2017	<b>Monday, November 13, 2017</b>
Wednesday, November 15, 2017	Friday, November 17, 2017	Monday, December 04, 2017	<b>Monday, December 11, 2017</b>
Wednesday, December 13, 2017	Friday, December 15, 2017	Friday, December 29, 2017	<b>Monday, January 08, 2018</b>
Wednesday, January 24, 2018	Monday, January 29, 2018	Monday, February 05, 2018	<b>Monday, February 12, 2018</b>
Wednesday, February 21, 2018	Monday, February 26, 2018	Monday, March 05, 2018	<b>Monday, March 12, 2018</b>
Wednesday, March 14, 2018	Friday, March 16, 2018	Monday, April 02, 2018	<b>Monday, April 09, 2018</b>
Wednesday, April 25, 2018	Monday, April 30, 2018	Monday, May 07, 2018	<b>Monday, May 14, 2018</b>
Tuesday, May 22, 2018	Friday, May 25, 2018	Monday, June 04, 2018	<b>Monday, June 11, 2018</b>
*Tuesday, June 12, 2018	*Thursday, June 14, 2018	*Thursday, June 21, 2018	<b>*Thursday, June 28, 2018</b>
Tuesday, June 19, 2018	Monday, June 25, 2018	Monday, July 02, 2018	<b>Monday, July 09, 2018</b>

\*Tentative date, subject to change

**ii: State whether that group can hold special meetings, and if so, upon how many days' notice.**

As stated in Washington County School Board policy 2.22, special meetings of the School Board shall be held at the time designated by the Superintendent, School Board Chairperson, or when called by a majority of the School Board members as specified in written notice. The district must give prior public notice of at least forty-eight (48) hours.

**C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.**

Attached is the August 14, 2017, School Board Agenda authorizing approval of the grant proposal. The agenda holds the approval stamp and date. Formal approved minutes can be provided after the September board meeting.



The mission of the Washington County School District is to empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

BOARD APPROVED

**REGULAR MEETING**  
**WASHINGTON COUNTY SCHOOL BOARD**  
**August 14, 2017 – 5:00 PM CST**  
**Board Room – Administration Building**  
**Chipley, Florida**

AUG 14 2017

**AGENDA**

**I. CALL TO ORDER/ADOPTION OF THE AGENDA**

**II. DISTRICT/SCHOOL UPDATE: None**

**III. PRESENTATIONS:**

- Schools New Staff Recognition

**IV. CITIZENS REQUEST:**

The Washington County School Board welcomes you to this meeting. This is time set aside for the Citizens of Washington County to address the School Board. This is not a question and answer period, it is not a political forum, nor is it a time for personal accusations and derogatory remarks to/ or about school personnel. If you would like to address the School Board please come to the podium, speak into the microphone, state your name and address for the record and limit your comments to not more than five (5) minutes. Your participation is welcomed and appreciated.

**V. FACILITIES: None**

**VI. CONSENT ITEMS:**

1. Approval to pay monthly bills; Approval of the Budget Amendments
2. Approval of minutes for Workshop on July 10, 2017
3. Approval of minutes for Regular Board Meeting on July 10, 2017
4. Approval of minutes for Special Board Meeting on July 24, 2017
5. Approval of minutes for Budget Hearing on July 31, 2017
6. Approval of Substitutes/Volunteers
7. Approval of 2017-2018 Instructional Evaluation Manual
8. Approval of Revised Substitute List

9. Approval to rescind the Universal Free Breakfast at Vernon Elementary School & WISE
10. Approval of Okeechobee Program Narrative for 2017-2018 School Year
11. Approval of the revision of Okeechobee Youth Development Center 2017-2018 School Calendar
12. Approval of Kate M. Smith Elementary School Student Handbook
13. Approval of Vernon Elementary School Student Handbook
14. Approval of Roulhac Middle School Student Handbook
15. Approval of Vernon Middle School Student Handbook
16. Approval of Chipley High School Student Handbook
17. Approval of Vernon High School Student Handbook
18. Approval of contract with Jackson County Hope School
19. Approval of agreement with Tri-County Community Council
20. Approval of Articulation Agreement with Gulf Coast State College
21. Approval of Interlocal Agreement between FPTC and Walton County Sheriff's Office effective July 5, 2017
22. Approval of change of Cosmetology Program Cost and Live Work Fees
23. Approval of Information Transport Solutions purchase orders
- 24. ADD - Approval of the Florida Job Growth Grant Proposal- FPTC**
- 25. ADD – Approval of update to DOE Form DVE 768**
- 26. ADD – Approval of contract with Resolutions in Special Education**
- 27. ADD – Approval of Florida School Labor Relations Service 2017-2018 Membership Dues**

**VII. OTHER ACTION ITEMS:**

1. Approval of the Universal Free Breakfast at Vernon Elementary School & WISE
- 2. ADD - Approval to accept the letter Jeff Goodman Law Practice closing**
- 3. ADD – Approval of advertisement for School Board Attorney**

**VIII. PANHANDLE AREA EDUCATIONAL CONSORTIUM RECOMMENDATIONS:**

**A. PROJECTS/AMENDMENTS/PROPOSALS/BIDS/CONTRACTS/ AGREEMENTS**

1. Contracts/Agreements
  - a. Chemical Addiction Recovery Effort, Inc. (Amendment)
  - b. Just Program LLC dba Solodev Affiliation Agreement
  - c. Pure Air Control Services, Inc. Affiliation Agreement
  - d. Caren Prichard
  - e. DES of Florida, LLC

**B. HUMAN RESOURCES/PERSONNEL**

1. Change of Personnel Status
2. Recommendation for Consultant I
3. Dismissal of employee

**IX. HUMAN RESOURCES FOR THE DISTRICT:**

**A. District:**

1. Approval of resignation of Joel Orlando, teacher, effective August 2, 2017
2. **ADD** - Approval of employment recommendation for **Tiffany McKinney**, Senior Data Systems Analyst, effective, **September 11, 2017**

**B. Chipley High School:**

1. Approval of part-time leave of absence for Kristi Hinson for the 2017-2018 school year
2. **ADD – Approval of employment recommendation of Dylan Lawson, teacher, for 2017-2018 school year, pending pre-employment screenings**

**C. Florida Panhandle Technical College: None**

**D. Kate M. Smith Elementary School:**

1. Approval of resignation of Kasey Ivey, teacher, effective June 30, 2017
2. Approval of employment recommendation of Angelia Bland, teacher, effective August 2, 2017
3. Approval of employment recommendation of Jessica Glawson, teacher, effective August 2, 2017
4. **CHANGE** - Approval of leave of absence for Jessica Glawson, teacher, effective **August 14 -October 6, 2017**
5. **ADD – Approval of employment of Michael Edge, paraprofessional, effective August 10, 2017**

**E. Maintenance: None**

**F. Okeechobee Youth Development Center:**

1. Approval of resignation of Ruben Guerrero, paraprofessional, effective August 4, 2017

**G. Roulhac Middle School: None**

**H. Transportation:**

1. Approval of retirement of Judith K. Carter, bus driver, effective August 1, 2017
2. Approval of resignation of Jennifer Snowden from full time bus driver to a substitute bus driver, effective August 1, 2017
3. Approval of leave of absence for Maria Williams, bus driver, effective August 1, 2017

**I. Vernon Elementary School:**

1. **CORRECT** - Approval of employment recommendation of Brittany Blankenship, paraprofessional, effective **August 2, 2017**
2. Approval resignation of Wendy Bailey, teacher, effective July 25, 2017

3. **ADD** - Approval of employment recommendation of **Sandra Brown**, teacher, effective **August 8, 2017**
4. **ADD – Approval of resignation of Alice Simmons, guidance Counselor, effective July 31, 2017**
5. **ADD – Approval of employment recommendation of Carla Dobbs, guidance counselor, effective August 15, 2017**

**J. Vernon High School:**

1. Approval of employment recommendation of Susan Steverson, teacher, effective August 2, 2017
2. Approval of additional summer hours for Lee Richards, guidance counselor, effective retroactive to July 24, 2017

**K. Vernon Middle School:**

1. Approval of resignation of Lindsey Watson, teacher, effective July 20, 2017
2. **CORRECT** - Approval of employment recommendation of Lyndsey Dickson, effective retroactive to **August 8, 2017** pending pre-employment screenings

**L. Washington Institute for Specialized Education (WISE): None**

**X. INFORMATIONAL ITEMS:**

**XI. TIME RESERVED/SUPERINTENDENT:**

- Set time for Executive Session- Negotiation
- Set time for Workshop for Principals to share their School Improvement Plans

**XII. TIME RESERVED/BOARD MEMBERS:**

**XIII. ADJOURN:**

“Quality Education Today for a Better Tomorrow”