

Triumph Gulf Coast, Inc. Trust Fund Application for Funds

Name of Entity/Organization: Walton County School District/ Walton County School Board

Background of Applicant/Organization

Meeting the K-12 educational needs of an economically diverse community, the Walton County School District serves over ten thousand students through six elementary schools, three middle schools, three high schools, one K-12 school, three alternative learning schools, and two charter schools. One postsecondary institution, Emerald Coast Technical College, provides day and night course offerings to dual enrollment, adult education, and career preparation students at the technical college level. Walton County's population growth is ranked 3rd in Florida. We are one of two districts in the State with an increase of student enrollment for the 2020-21 school year. Walton County School District continues to gain momentum as students settle into their new normal during Covid-19. With 86% (over 9,000 students) returning to school through the traditional setting, Walton is one of the highest brick and mortar learning districts in the state.

The Walton County School District (WCSD) is committed to excellence in education. Through the rigorous process of district accreditation, all WCSD public schools are accredited by AdvancED (Advancing Excellence in Education). The postsecondary school in the district, Emerald Coast Technical College (ECTC) is also accredited by the Council on Occupational Education (COE). Best Colleges ranks Emerald Coast Technical College the top 5 Community Colleges in the State. Our very own Superintendent A. Russell Hughes was recognized by the National School Public Relations Association as a 2020 "Superintendents to Watch" Honoree!

The "Walton County Way," an EPIC commitment to Excellence, Professionalism, Innovation, and Collaboration is reflected in the district's theme "Progress on Purpose" and evidenced by its ranking as an Academically High-Performing School District for eight years, demonstrating not only the high expectations held for educating all students, but also the commitment to fiscal responsibility. In the 2018-2019 school year, almost 2300 industry certifications were earned by middle and high school students participating in rigorous industry certification examinations, resulting in a pass rate of 88%. We are leading the state in offering high school certifications to our middle school students and expanding digital tool certifications to our elementary schools. Through our course offerings in Advanced Placement, Dual Enrollment and Industry Certification courses, our students have the opportunity to earn college credit at no cost to families. At the postsecondary level, ECTC reported program completion, placement, and licensure rates of 93%, 93%, and 97%, respectively. Their practical nursing program has a 100% completion rate and is at maximum capacity.

Federal Employer Identification Number: 59-6000893

Contact Information

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Identify any co-applicants, partners, or other entities or organizations that will have a role in the proposed project or program and such partners' roles.

Walton County School District / Walton County School Board is the grant applicant for this Triumph Gulf Coast, Inc. application. The school district brings a history of successful partnerships with area agencies and industry that benefit and support education at both the secondary and postsecondary levels. Partners will assist with successful project implementation through their individual missions; e.g., providing students with collateral support to reach their training goals (funding, counseling, job search assistance/matching) and developing employment opportunities. Business and industry will provide paid and unpaid internships and simulated employment experiences along with paid employment to students and feedback and support for program development. Letters of support for the project are attached.

Total amount of funding requested from Triumph Gulf Coast: \$3,846,000.00

Has the applicant in the past requested or applied for funds for all or part of the proposed project/program?

Yes No

If yes, please provide detailed information concerning the prior request for funding, including:

- **The date the request/application for funding was made;**
- **The source to which the request/application for funding was made,**
- **The result of the request/application for funding, and**
- **Projected or realized results and/or outcomes from prior funding.**

Although Walton County School District has not previously applied for funding for this project, the district partnered with RTI, International on a previous federal grant application. The grant was not funded; however, the research performed in developing that proposal has helped inform portions of this application.

Describe the financial status of the applicant and any co-applicants or partners.

The Walton County School District is a public, tax supported institution with demonstrated financial stability and responsible stewardship of public funds.

In a separate attachment, please provide financial statements or information that details the financial status of the applicant and any co-applicants or partners.

Applicable Excerpted Financial Statements from Financial and Federal Single Audit Report #2020-153 Summary for Walton County District School Board for fiscal year ended June 30, 2019, attached.

Has the applicant or any co-applicants, partners or any associated or affiliated entities or individuals filed for bankruptcy in the last ten years?

Yes No

Eligibility

Pursuant to Section 288.8017, Triumph Gulf Coast, Inc. was created to make awards from available funds to projects or programs that meet the priorities for economic recovery, diversification, and enhancement of the disproportionately affected counties. The disproportionately affected counties are: Bay County, Escambia County, Franklin County, Gulf County, Okaloosa County, Santa Rosa County, Walton County, or Wakulla County. See Section 288.08012.

1. From the choices below, please check the box that describes the purpose of the proposed project or program (check all that apply):

- Ad valorem tax rate reduction within disproportionately affected counties;
- Local match requirements of s. 288.0655 for projects in the disproportionately affected counties;
- Public infrastructure projects for construction, expansion, or maintenance which are shown to enhance economic recovery, diversification, and enhancement of the disproportionately affected counties;
- Grants to local governments in the disproportionately affected counties to establish and maintain equipment and trained personnel for local action plans of response to respond to disasters, such as plans created for the Coastal Impacts Assistance Program;
- Grants to support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. Eligible programs include those that increase students' technology skills and knowledge; encourage industry certifications, provide rigorous, alternative pathways for students to meet high school graduation requirements; strengthen career readiness initiatives; fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors; and, similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission of Education, encourage students with interest or aptitude for science, technology,

engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties;

Grants to support programs that provide participants in the disproportionately affected counties with transferable, sustainable workforce skills that are not confined to a single employer; and

Grants to the tourism entity created under s. 288.1226 for the purpose of advertising and promoting tourism and Fresh From Florida, and grants to promote workforce and infrastructure, on behalf of all of the disproportionately affected counties.

2. Provide the title and a detailed description of the proposed project or program, including the location of the proposed project or program, a detailed description of, and quantitative evidence demonstrating how the proposed project or program will promote economic recovery, diversification, and enhancement of the disproportionately affected counties, a proposed timeline for the proposed project or program, and the disproportionately affected counties that will be impacted by the proposed project or program.

Project Title: Empowering Education and Transforming Economic Opportunities through Triumph

Project Location: Walton County

Project Description:

The Walton County School District proposes to promote economic recovery, diversify the region's economic opportunities, and enhance the talent available to Walton County and the region through student attainment of industry certifications, intentional instructional design including expansion and scaling of postsecondary career education /dual enrollment opportunities, and innovative healthcare career preparatory training. As noted on page 12 in the strategic planning document, *Northwest Florida Forward, A Regional Strategy for Economic Transformation, 2017*, "Availability of skilled labor / access to **talent** continues to be the chief site selection factor for companies planning new facilities, expansion, and/or relocation....Talent availability is an even more pressing concern for the region's rural counties." ⁱ

Walton County, though, is both rural and rapidly growing. The county's website observes that Walton County was noted as the fastest growing county in Florida and the 5th fastest growing in the United States according to the April, 2019, issue of US News and World Report.ⁱⁱ Expanding occupational preparation programs available at the postsecondary level and fostering career readiness at the K-12 level will facilitate the region's current and future economic growth by crafting a regionally specific "cradle to career" modelⁱⁱⁱ to grow our own talent for this rural county and the region. Increasing access to middle skills training further develops the region's resilience to economic challenges as these employment competencies can form the flexible structure for re-skilling and up-skilling the workforce for growth and change.

Development of technical college offerings and industry certifications in a unique setting that prepares students for occupations in the health care sector along with expanding availability of business/information

technology career education provides a foundation for these students to invest one year or less in training. Students may then leverage technical certificates into associate's and bachelor's degrees through state-approved articulation agreements.^{iv} This scaffolding of skills/certifications and educational levels of the workforce enhances economic development opportunities for the region. Multiple on-ramps for the worker/learner provide for transferable, sustainable workforce skills that benefit current and future employers while facilitating the availability of a long-term talent supply.

Extending STEM coursework to include those critical thinking and design elements intrinsic in expanded arts/mathematics curriculum (Science, Technology, Engineering, Arts, and Mathematics - STEAM) will help in making sure that all students in the elementary grades are fully literate and sufficiently prepared for the academic challenges of middle school and high school, supporting career preparation. Project Lead the Way Launch program curriculum will be expanded to a minimum of three elementary schools to facilitate this process. This cross-disciplinary, project-based approach will provide opportunities to develop analytical and creative thinking to promote problem-solving and a solid academic groundwork to expedite students' success as they progress to more specific, technical knowledge and competencies in careers and/or postsecondary career preparation programs. The end goal is satisfying for the individual and responsive to the region's needs for a well-trained, agile workforce that can respond to changing demands. A "CAPE, Jr." approach, with opportunities to earn credentials at the elementary school level, will further validate these elementary students' skills competencies.

Career pathways that begin in middle school/high school will facilitate student entry into postsecondary education and training/occupational programs that address current and evolving economic development needs. Project Lead the Way Gateway program curriculum will be introduced in a minimum of four middle schools to accelerate acquisition of targeted technical skills. Expansion of technical skills training and well-defined pathways delivered in the career academy model together with work-based learning and/or paid internships for students enrolled in dual enrollment at Emerald Coast Technical College, along with summer certification boot camps will provide for expanded opportunities to earn industry certifications, cost effective use of resources, and maximum economic benefits to both the regional business community and the individual student. College and Career Transition Clubs that specifically extend career education opportunities to students with disabilities further expand the current and future well prepared labor pool for the region. A "grow our own" talent supply strategy benefits from the front load investment in both rigorous academic education and specific, middle skills occupational training that helps in building a "first class workforce development, retention, and attraction system... critical to enhancing the economic vitality of the region."^v

Expanding healthcare career preparation programs will help address a growing demand in this workforce sector, increasing the supply of medical assistants, practical nurses, patient care technicians, phlebotomists, and pharmacy technicians. Training in medical assisting is not currently offered through the public education sector in the panhandle, although it is listed as a demand occupation for the state and for Region 2, Okaloosa & Walton counties. With a statewide projection of over 8,000 annual openings, the *2020-2021 Florida Demand Occupations List* notes that over 64 of these projected job openings are for Region 2.^{vi}

Development of a cross-specialty education simulation laboratory makes available to postsecondary technical college students an innovative approach to healthcare education. This fosters a more collaborative attitude among the students and translates to more effective health care delivery. “Clinical simulation of patient scenarios based on actual clinical events help expand student experiences and facilitates authentic learning.” Such experiences might not be fully experienced by students due to limited health care facility clinical scheduling and patient census.^{vii}

Students who attain the respective industry credentials/licenses for their professions will bring augmented skills to area healthcare facilities, thereby enhancing the capacity of each facility to effectively respond to a variety of health concerns. Healthcare is included in the top ten industry sectors for employment in the region.^{viii} Healthcare employment improves access to opportunity for residents by creating career ladders for students through stacking of industry certification credentials; e.g., patient care technician to licensed practical nurse to registered nurse; certified phlebotomist to A.S. in medical laboratory technology. *Northwest Florida Forward, A Regional Strategy for Economic Transformation, 2017, (pp. 16, 35)*, notes healthcare as a contributing variable in site selection factor number three, quality of life, as related to corporate location/relocation to an area.^{ix} So, access to well-trained healthcare technicians can also contribute to industry expansion or persistence in the region.

With the addition of programs in medical assisting and medical administrative specialist, along with the innovative curriculum delivery method afforded through the shared laboratory setting, multiple postsecondary industry certifications earned by healthcare students are projected to increase to 500 over a five year period, a significant increase compared to the 33 healthcare industry certifications reported in 2017-2018.

The following table illustrates postsecondary industry certification projections in healthcare sector programs at Emerald Coast Technical College anticipated in the first five years of the project:

Program Name	Potential Industry Certifications Available	Year 1	Year 2	Year 3	Year 4	Year 5	Total 5 Yrs.
Practical Nursing	National Licensed Practical Nurse (NCLEX – PN); C.N.A.	35	35	40	42	43	195
Patient Care Technician	Patient Care Technician-PCT; C.N.A.; Certified Phlebotomist; EKG Aide	12	12	14	16	16	70
Phlebotomy	Certified Phlebotomist	10	10	15	15	15	65
Pharmacy Technician	Certified Pharmacy Technician (CPhT)	8	9	9	9	10	45
Medical Assisting (NEW)	Certified Clinical Medical Assistant (CCMA);C.N.A.; Certified Phlebotomist; PCT; EKG Aide	** 0	15	20	22	23	80
Medical Administrative Specialist (NEW)	MOS; QuickBooks Certified User	** 0	8	12	12	13	45
Total		65	89	110	116	120	500

** New program, no students enrolled.

Increasing access to career education opportunities through establishment of a technical college extension campus co-located at the Magnet Innovation Center will add dual enrollment opportunities for high school students in the business/information technology programs offered through Emerald Coast Technical College. In the 2017-2018 school year, one (1) dual enrollment student was reported in the information technology programs offered at the district’s technical college. With textbooks, tuition, and fees supplied by the school district at no cost to the family, a career technical dual enrollment student may generate college cost savings to the family of \$1,700.00 to \$3,400.00+ depending on the number of years of participation. For the dual enrollment student who completes the certificate program and pursues an associate’s or bachelor’s degree, statewide college articulations may increase this savings even more. The following information technology programs are currently offered at Emerald Coast Technical College: Computer Systems and Information Technology, Web Application Development and Programming, Network Support Services, and Applied Cybersecurity. A total of 21 certifications were reported in the 2017-2018 program year. Certifications included: CIW JavaScript Specialist, CIW Site Development Associate, CIW Advance HTML5 & CSS3 Specialist, CIW IBA, CIW Network Technology Associate, CIW Web Foundations Associate, CIW Web Security Specialist, CIW Web Security Professional, CompTIA A+ and CompTIA Network+. Students are expected to earn multiple certifications as they progress through the programs. With enhanced program access, it is projected that total certifications awarded in the first year of the expansion will increase to 30. Year two is expected to see a minimum of 40 IT certifications, increasing to 50 in years three and four, with 55 in year 5, for a total of 225 projected certifications.

Due to the rapidly changing nature of the IT profession and the accompanying certifications, some certifications may be retired and replaced. New certifications may be more appropriate for students and these will be used as the industry demands. The following table is a projection based on currently available certifications:

Information Technology Certifications	Year 1	Year 2	Year 3	Year 4	Year 5	Total 5 Years
Total IT Certifications (Samples below):	30	40	50	50	55	225
CIW JavaScript Specialist						
CIW Site Development Associate						
CIW Advance HTML5 & CSS3 Specialist						
CIW IBA						
CIW Network Technology Associate						
CIW Web Foundations Associate						
CIW Web Security Specialist						
CIW Web Security Professional						
COMPTIA A+						
COMPTIA Network+						

Rigorous, problem-based curriculum delivery that extends STEM themes to include the arts (STEAM) will more fully engage all students in robust learning. A progressive increase in industry certification pass rates during the five year project period will validate both intentional instructional design and thoughtful, focused student effort. Certifications offered will authenticate a range of technical skills attainment for high school

students that demonstrate an array of skillsets that will contribute to the economic growth of the area; e.g., Small UAS Safety certification for those enrolled in the Embry Riddle Aerospace programs on WCSD campuses and Autodesk Certified User – AUTOCAD/Revit Architecture/Inventor for students enrolled in Project Lead the Way Engineering curriculum at the Magnet Innovation Center.

The following table illustrates projected increases in pass rate and number of secondary certifications earned for the five year period:

Total Secondary Industry Certifications	Year 1	Year 2	Year 3	Year 4	Year 5	Total 5 years
Certification Tests Administered/ Offered	400	410	420	420	460	2110
Certifications Awarded; tested successfully	325 81%	340 83%	357 85%	370 88%	410 89%	1810
Sample Listing of Industry Certifications that may be Earned by Students (Note: Some certifications may be retired and others added during the grant period.)						
ADESK 002 Autodesk Certified User - AUTOCAD						NCCER010 NCCER Electrical – Level 1 (PS)
ADESK011 Autodesk Certified User-Inventor						NCCER038 NCCER Electrical – Level 2 (PS)
ADESK008 Autodesk Certified Revit Architecture						NCCER038 NCCER Electrical – Level 2 (Secondary)
ADOBE011 Adobe Certified Associate (ACA) Flash/Animate						NCCER039 NCCER Electrical – Level 3 (PS)
ADOBE022 Adobe Certified Associate - Printshop						NCCER039 NCCER Electrical – Level 3 (Secondary)
AWELD001 Certified Welder (PS)						NCCER040 NCCER Electrical – Level 4 (PS)
AWELD003 Certified Welder-FCAW (PS)						NCCER211 NCCER Electrical – Level 4 (PS)
AWELD008 Certified Welder-GTAW (PS)						NCFCT003 Certified Phlebotomy Technician (PS)
AWELD012 Certified Welder-SMAW (PS)						NCSBN002 National Licensed Practical Nurse (NCLEX-PN) (PS)
CERTI802 IC3 Spark (Digital Tool)						NIASE007 ASE Brakes (A5)
CERTI803 IC3 – Computing Fundamentals						NIASE008 ASE Automobile/Light Truck Technician: Electrical/Electronic Systems (A6)
CERTI804 IC3 – Key Applications						NIASE009 ASE Engine Performance (A8)
CERTI805 IC3 – Living Online						NIASE010 ASE Engine Repair (A1)
COMPT001 Comp TIA A+ (PS)						NIASE012 ASE Manual Drive Train and Axles (A3)

COMPT006 Comp TIA Network+ (PS)	NIASE014 ASE Suspension and Steering (A4)
COMPT008 Comp TIA Security+ (PS)	NRAEF003 Certified Food Protection Manager (ServSafe)
FDMQA002 Certified Nursing Assistant	PROSO006 Certified Internet Web – Database Design Specialist
FDMQA002 Certified Nursing Assistant (PS)	PROSO010 Certified Internet Web – Web Security Professional (PS)
FDMQA002 Certified Nursing Assistant (Secondary)	PROSO016 Internet Business Associate
FDMQA030 911 Public Safety Telecommunicator	PROSO017 Certified Internet Web – JavaScript Specialist (PS)
FLENG001 Engineering Core	PROSO018 Certified Internet Web – Network Tech Associate 9 (PS)
Sample Listing of Digital Tools and Industry Certifications that may be Earned by Students (Note: Some certifications may be retired and others added during the grant period.)	
FLFBR009 Agriculture Systems Associate	PROSO019 Certified Internet Web – Perl Specialist
HBINS002 Pre Appren Cert Train Build Const Tech	PROSO020 Certified Internet Web–Site Development Assoc (PS)
HVACE001 HVAC Excel Employ Ready – Heat Pump	PROSO020 Certified Internet Web–Site Development Assoc (Secondary)
HVACE001 HVAC Excel Employ Ready – Heat Pump (PS)	PROSO024 Certified Internet Web – Web Foundations Associate (PS)
HVACE002 HVAC Excel Employ Ready – Air Conditioning (PS)	PROSO025 Certified Internet Web – Web Security Associate (PS)
HVACE002 HVAC Excel Employ Ready – Air Conditioning (Secondary)	PROSO026 Certified Internet Web – Web Security Spec (PS)
HVACE003 HVAC Excel Employ Ready – Light Comm Refr (PS)	PROSO027 Certified Internet Web – Advanced HTML5 & CSS3 Specialist (PS)
HVACE004 HVAC Excel Employ Ready – Electric Heat	PROSO801 ICT – Database Essentials (Digital Tool)
HVACE004 HVAC Excel Employ Ready – Electric Heat (PS)	PROSO801 ICT – Database Essentials (Digital Tool)
HVACE011 HVAC Excel Employ Ready – Electrical	PROSO802 ICT – Gaming Essentials (Digital Tool)
HVACE011 HVAC Excel Employ Ready – Electrical (PS)	PROSO803 ICT – Multi-Media Essentials (Digital Tool)
IEMSR001 Emergency Medical Responder	PROSO804 ICT – Programming & Logic Essential (Digital Tool)
INTUT001 QuickBooks Certified User	PROSO805 – ICT Web Design Essentials (Digital Tool)
MICRO 017 Microsoft Master	PROSO806 – ICT Communication Essentials (Digital Tool)

MICRO052 Microsoft Certified Trainer	PROSO807 – ICT Computing Essentials (Digital Tool)
MICRO069 Microsoft Bundle (3 tests)	PROSO808 – ICT Cybersecurity Essentials (Digital Tool)
MICRO103 Microsoft Technology Associate	PROSO809 – ICT Spreadsheet Essentials (Digital Tool)
MICRO801 Microsoft Office Specialist (Digital Tool)	PROSO810 – ICT Word Processing Essentials (Digital Tool)
MICRO802 Microsoft Office Word (Digital Tool)	PTCBD001 Pharmacy Technician (PS)
MSSCN001 MSSC Certified Production Technician	SOLID 003 Certified Solidworks Associate-Academic
NATHA006 Certified Patient Care Technician (PS)	USINS001 Small UAS Safety Certification
NATHA010 Certified Pharmacy Technician (PS)	USINS002 Visual Line of Sight System Operator

The five year benefit return of **2,535** student credentials includes secondary and postsecondary industry certifications and licensures. The anticipated project cost of **\$8,099,500.00**, of which **\$3,846,000.00** is requested to be invested by the Triumph Gulf Coast Trust Fund, represents a total five year cost of **\$3,195.07/ credential**, approximately **\$1,517.02** attributed to the support of Triumph Gulf Coast.

Although the certifications earned by elementary students in the CAPE, Jr. model will not be included in the number of certifications earned by students, these newly developed opportunities for students to earn credentials at the elementary school level (K-5) will provide a unique, verifiable foundation linking student learning to further education and to eventual employment. The proposed CAPE, Jr. model projects the following achievements for students for the initial five year period:

Elementary Level Certifications	Year 1	Year 2	Year 3	Year 4	Year 5	Total: 5 Years
Certification Tests Administered/ Offered	30	55	85	90	90	350
Certifications Awarded; tested successfully	20	40	65	70	75	270
Sample Listing of Elementary Level Credentials to be Earned by Students Enrolled in CAPE, Jr. (Note: Additional certifications may be added during the grant period.)						
CERTI802 IC3Spark						PROSO801 ICT – Database Essentials
CERTI803 IC3 Computing Fundamentals						PROSO802 ICT – Gaming Essentials
CERTI804 IC3-Key Applications						PROSO803 ICT – Multimedia Essentials
CERTI805 IC3 – Living Online						PROSO804 ICT – Programming & Logic Essentials
DIGIT802 Rapid Prototyping & 3D Design Beginner						PROSO805 ICT – Web Design Essentials
DIGIT803 GIS Essentials Certification						PROSO806 ICT -Communications Essentials

FABLE801 Animationish		PROSO807 ICT -Computing Essentials
PRODL801 Coding in Minecraft		PROSO808 ICT -Cybersecurity Essentials
PROSO801 ICT-Database Essentials		PROSO809 ICT -Spreadsheet Essentials
PROSO802 ICT-Gaming Essentials		PROSO810 ICT -Word Processing Essentials
PROSO803 ICT-Multimedia Essentials		PROSO811 ICT -Fundamentals

While the shorter term benefit of the project estimates college cost savings benefits to families of technical dual enrolled students ranging from \$1,700 to \$3,400+, the longer term benefit for individuals and families may be seen in more stable footing on the economic ladder through the acquisition of middle skills in demand occupations in healthcare and information technology. Approximately one year of personal investment in training for the full time student yields immediate benefits in the form of increased earnings and provides an accessible on-ramp for up-skilling via additional education facilitated by institutional and statewide articulated credits into career certificate programs, associate’s degrees, and bachelor’s degrees.

With average Florida college tuition estimated at \$106.88 per college credit hour (*FL DOE College Cost Savings Worksheet*),^x students who earn a listed industry certification may reap additional benefits. The following table estimates the college cost savings for students who articulate the approved industry certification into a Florida college program:

Secondary/Technical College Program Industry Certification	College Credit Program of Articulation	Number of Credits	Estimated College Cost Savings
ADESK002Autodesk Certified User – AUTOCAD	Architectural Design and Construction Technology	3	\$320.64
ADESK002Autodesk Certified User – AUTOCAD	Drafting and Design Technology	3	\$320.64
ADESK008 Autodesk Certified User- Revit Architecture	Architectural Design and Construction Technology	3	\$320.64
ADESK008 Autodesk Certified User- Revit Architecture	Building Construction Technology	3	\$320.64
ADESK011 Autodesk Certified User-Inventor	Engineering Technology	3	\$320.64
ADOBE11 Adobe Certified Associate (ACA) Flash/Animate	Internet Services Technology	3	\$320.64
COMPT001 CompTIA A+	Computer Engineering Technology	6	\$641.28
COMPT006 CompTIA Network+	Computer Engineering Technology	3	\$320.64

COMPT008 CompTIA Security+	E-Business Technology	3	\$320.64
FDMQA030 911 Public Safety Telecommunicator	Criminal Justice Technology	3	\$320.64
HVACE001 HVAC Excellence Employment Ready – Heat Pump	Air Conditioning, Refrigeration and Heating Systems Technology	4	\$427.52
HVACE002 HVAC Excellence Employment Ready – Air Conditioning	Air Conditioning, Refrigeration and Heating Systems Technology	4	\$427.52
HVACE011 HVAC Excellence Employment Ready – Electrical	Air Conditioning, Refrigeration and Heating Systems Technology	4	\$427.52
MICRO017 Microsoft Office Specialist Master	Office Administration	3	\$320.64
MICRO069 Microsoft Office Bundle Certification (3 of 6)	Office Administration	3	\$320.64
MSSCN001 MSSC Certified Production Technician (CPT)	Electronics Engineering Technology	6	\$641.28
Secondary/Technical College Program Industry Certification	College Credit Program of Articulation	Number of Credits	Estimated College Cost Savings
NATEX001 Air Conditioning Service Technician	Air Conditioning, Refrigeration and Heating Systems Technology	3	\$320.64
NATEX002 Air Conditioning Installation Specialization	Air Conditioning, Refrigeration and Heating Systems Technology	4	\$427.52
NATEX003 Air to Air Heat Pump Installation Technician	Air Conditioning, Refrigeration and Heating Systems Technology	4	\$427.52
NATHA007 Certified Phlebotomy Technician	Medical Laboratory Technology	1	\$106.88
NATHA010 Certified Pharmacy Technician	Pharmacy Management	9	\$961.92
NCSBN002 National Licensed Practical Nurse (NCLEX-PN)	Nursing R.N.	10	\$1,068.80
NIASE007 ASE Automobile/Truck Technician – Brakes	Automotive Service Management Technology	3	\$320.64
NIASE008 ASE Automobile/Truck Technician – Electrical/Electronic Systems	Automotive Service Management Technology	3	\$320.64
NIASE010 ASE Automobile/Truck Technician – Engine Repair	Automotive Service Management Technology	3	\$320.64
NIASE012 ASE Automobile/Truck Technician – Manual Drive Train & Axles	Automotive Service Management Technology	3	\$320.64
NIASE014 ASE Automobile/Truck Technician – Suspension and Steering	Automotive Service Management Technology	3	\$320.64
NRAEF003 Certified Food Protection Manager – ServSafe®	Culinary Management	3	\$320.64
PROSO006 Certified Web (CIW) Database Design Specialist	Computer Information Technology	3	\$320.64
PROSO017 Certified Web (CIW) JavaScript Specialist	Computer Programming and Analysis	3	\$320.64
PROSO020 Certified Web (CIW) Site Development Associate	Internet Services Technology	3	\$320.64

PROSO027 Certified Web (CIW) Advanced HTML5 & CSS3 Specialist	Computer Information Technology	3	\$320.64
PTCBD001 Pharmacy Technician	Pharmacy Management	9	\$961.92
SOLID003 Certified Solidworks Associate (CSWA-Academic)	Engineering Technology	3	\$320.64
USINS001 Small UAS Safety Certification	Professional Pilot Technology	1	\$106.88

For the regional economy, increased, verifiable preparation of elementary school students, middle school students, and high school students, helps feed the pipeline of potential workers; i.e., growing our own multi-skilled labor force. Specific skills training in those areas vital to economic growth and sustainability of the region helps provide the foundation of a resilient economy while also increasing the region’s potential growth as families have more income to spend/invest in the area.

Using wage data from the 2020-2021 Florida Regional Demand Occupations List,^{xi} and labor market information (pharmacy tech)^{xii} the following table illustrates the projected earnings over a five year period for each student placed /employed in the technical college job preparatory specialties noted in the project as compared with a wage earner having a high school diploma only,^{xiii} no additional skills training, no postsecondary / technical education.

Occupation Annual wages calculated at 2,080 hours/year.	Entry Wage Year 1	Average Wage Year 2	Average Wage Year 3	Average Wage Year 4	Average Wage Year 5	5 Year Return on Investment
High School Graduate- no additional certifications/training. Entry Wage = minimum wage rate of \$8.25/hr.	\$17,160	\$23,972	\$23,972	\$23,972	\$23,972	\$113,048.00
SOC:151122 Information Security Analyst	\$58,157	\$91,957	\$91,957	\$91,957	\$91,957	\$425,985.00
SOC: 151142 Network & Computer Systems Admin.	\$49,816	\$79,082	\$79,082	\$79,082	\$79,082	\$366,144.00
SOC:151143 Network Support Specialist	\$53,643	\$91,187	\$91,187	\$91,187	\$91,187	\$418,391.00
SOC:151151 Computer Use Support Specialist	\$32,968	\$55,515	\$55,515	\$55,515	\$55,515	\$255,028.00
SOC:151152 Computer Network Support Spec.	\$37,357	\$61,027	\$61,027	\$61,027	\$61,027	\$281,465.00
SOC:292061 Licensed Practical Nurse	\$33,696	\$39,270	\$39,270	\$39,270	\$39,270	\$190,776.00
SOC:319092 Medical Assistant (New)	\$27,810	\$33,925	\$33,925	\$33,925	\$33,925	\$163,510.00
SOC:436013 Medical Secretary (New)	\$26,083	\$33,509	\$33,509	\$33,509	\$33,509	\$160,119.00
SOC:292099 Health Technologist/Technician	\$27,830	\$42,723	\$42,723	\$42,723	\$42,723	\$198,722.00
SOC:292052 Pharmacy Technician	\$28,850	\$29,339	\$29,339	\$29,339	\$29,339	\$146,206.00
SOC:319097 Phlebotomist	\$25,896	\$32,282	\$32,282	\$32,282	\$32,282	\$155,024.00
						\$2,761,370.00

3. Explain how the proposed project or program is considered transformational and how it will affect the disproportionately affected counties in the next ten (10) years.

Over the past twenty year period, Walton County has experienced over 45% population growth. Over 5% of this increase is attributable to growth in the population demographic over 65 years old. Currently, over

20% of the total population of the county are over 65 and over 22% are over 50 years old. The median age of Walton County workers is 43.19 years old. ^{xiv}

To ensure an adequate talent pipeline to help grow industry and support economic development in the area, it is essential to retain and train the area's youth. Adequately preparing students for current and projected employment in the geographic region can help strengthen those factors such as family and quality of place that contribute to their staying in the community. A well-trained and sufficient workforce will do more than sustain the current economy; it will foster those future businesses and industries that will develop in response to a rapidly changing economic climate.

This project proposes to transform the current labor market challenge of training and retaining a skilled workforce for Walton County and the region. Through purposeful instruction of foundational competencies and validation and refinement of robust career learning throughout secondary and postsecondary education, the project will facilitate student entry to multiple, life-long career on-ramps. Uninterrupted access to career education programs and innovative delivery systems within industry sectors will allow students to move up career ladders while also moving easily across industry sub-sectors/lattices. The student becomes a life-long learner, able to access needed training locally while supporting the development of an agile and resilient workforce in the region. ^{xv}

Healthcare and information technology offer industry sectors a variety of occupations in demand both nationally and locally, ^{xvi} including many at the technical and support levels. Approved articulation agreements are also in place for several career preparatory educational programs within these industry clusters. Therefore, these two industry sectors have been selected for the postsecondary portion of this application. Within the five year period of the project, sufficient data may be collected to help evaluate the current status of available on-ramps while also informing possible improvements to these training programs.

Workforce readiness skills combined with purposeful career education transforms the regional business community into a potential laboratory that provides both entry-level and career ladder employment that pay a living wage. Students who participate in planned internships through technical dual enrollment may be able to begin well-paying careers immediately after high school. Adults who require enhanced skills/upskilling or who desire a career change to or within the healthcare industry can learn and apply these skills in an innovative clinical laboratory setting that combines healthcare disciplines and better prepares them for their roles in the real world. For example, nursing students who attain their LPN may then articulate this training and credential to registered nursing (RN) programs, decreasing the amount of time to complete and helping address the regional shortfall. Other career ladder and sub-sector lattice articulations include, but are not limited to: Certified Pharmacy Technician to A.S. Pharmacy Management; Medical Administrative Specialist to A.S. Office Administration; Certified Phlebotomist to A.S. Medical Laboratory Technology.

The information technology sector presents several opportunities to access high skill-high wage careers for a student investment of only one year. At 1050 clock hours, the network support services program can be completed in one year for the full-time student. Completion of this program prepares the student for

certifications (CompTIA A+; Net+) that can be leveraged to both jobs and additional education within the industry cluster; e.g., Certificate in Applied Cybersecurity; A.S. in Computer Engineering Technology.

4. Describe data or information available to demonstrate the viability of the proposed project or program.

Walton County School District has steadily increased its commitment to robust career education opportunities for students. This investment in education that is both contemporary for students and responsive to community needs is continually informed through the work of involved employer advisory committees at both the secondary and postsecondary levels as well as by state and national labor market information and initiatives.

Through the forward thinking legislation of the Career and Professional Education (CAPE) Act, Florida has set the pace in the nation for student attainment of industry certifications. “The Florida Career and Professional Education Act was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy.”^{xvii} Industry credentials in general, and especially those appearing on the annual CAPE list, inform businesses of the specific level of student preparation for the workforce. The resulting dialogue then advises the education community of those areas that require changes in order to better prepare students for the work that lies ahead. Walton County School District has continued to increase the number of certifications achieved by secondary students as well as the number of credentials, including licensures that are attained by postsecondary students.

To better prepare students for the changing landscape of industry credentials and the new economy and workforce, students need a foundation that integrates academic rigor, teamwork, and critical thinking skills to better meet those challenges that have not even been identified. This modified “cradle to career” project offers elementary students strengthened broad underpinnings to make the needed adjustments to later prepare for both careers and postsecondary training. Middle school and high school students will be provided more specific preparation as evidenced through increased attainment of industry certifications and dual enrollment in technical college offerings available through the district. Students with disabilities/unique abilities will be included in career preparation activities to further expand both their preparation for postsecondary education and careers as well as increasing the pipeline of prepared workers for regional industry. Healthcare sector students will be provided exposure to state of the art training that is both relevant and responsive to the current and developing workforce needs of the region and the state.

5. Describe how the impacts to the disproportionately affected counties will be measured long term.

The long term positive impacts to Walton County and to the region, in general, are expected to be associated significantly with improved access to high quality career education and training. Increased participation in career dual enrollment will result in continuing college cost savings for families while greater focus on

attainment of current industry credentials and licensures will further leverage students’ access to higher paying jobs. During the initial five year grant period, it is expected that students will achieve at least 2,535 industry certifications and licensures, with over 600 of those earned during the fifth year when the proposed programs are fully operational. Simply maintaining that effort has the potential to result in over 5,500 consequential student certifications earned over a ten year period.

Both high school students and working adults will have access to additional entry points for career advancement within industry clusters, initially with healthcare and information technology. Extending the process to those clusters in the business and architecture/construction clusters is expected to be included within a six year window. The initial focus on expanding career preparatory curriculum and developing new delivery approaches in healthcare and information technology will increase the output of these training programs to better meet county, regional, and statewide workforce needs, not only in the short term, but also, in the longer term.

Increased access to a multi-skilled labor pool will enhance economic development efforts and help create a more resilient economy. Increased per capita wages will enhance quality of life for residents. With greater initial access to short term technical training, it is also anticipated that more students and workers will elect to advance their careers through articulations to programs within the Florida College System and the State University System.

6. Describe how the proposed project or program is sustainable. (Note: Sustainable means how the proposed project or program will remain financially viable and continue to perform in the long-term after Triumph Gulf Coast, Inc. funding.)

Student tuition and fees along with workforce development revenues funded through state appropriations and generated by program enrollment are expected to sustain postsecondary training program operations. Programs at the K-12 level should be sustained through the Florida Education Finance Program (FEFP) and local tax revenues. Additional supplementary funding to enhance and expand operations may be earned through state programs such as the Florida Career and Professional Education Act (CAPE) and through federal grant programs, such as the Strengthening Career and Technical Education for the 21st Century Act (Perkins Secondary and Postsecondary).

7. Describe how the deliverables for the proposed project or program will be measured.

Deliverables of the proposed project support the goals noted for long term impact in the region and will be measured by local and state reports, including the Workforce Education Data System (WEDS). Most state reports will be reviewed at end of year, at least annually. Local reports will be reviewed as needed.

Qualitative Deliverable:	Evidenced by:	Evidence/Report Generated by:
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Increased attainment of industry certifications certificates by secondary students	Year 1 325	Year 2 340	Year 3 357	Year 4 370	Year 5 410	WEDS End of Year Data Report; EIAS (K-12)
Increased number of healthcare/support sector job preparatory programs offered at Emerald Coast Technical College	Addition of Medical Assisting; Medical Administrative Specialist Programs					ECTC College Catalog; COE Program Approval List
Increased attainment of postsecondary industry certifications/licensures in healthcare sector programs & MAS	Year 1 65	Year 2 89	Year 3 110	Year 4 116	Year 5 120	WEDS End of Year Data Report
Increased attainment of postsecondary industry certifications/licensures in IT sector programs	Year 1 30	Year 2 40	Year 3 50	Year 4 50	Year 5 55	WEDS End of Year Data Report

PRIORITIES

1. Please check the box if the proposed project or programs will meet any of the following priorities

- Generate the maximum estimated economic benefits, based on tolls and models not generally employed by economic input-output analyses, including cost-benefit, return-on-investment, or dynamic scoring techniques to determine how the long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.
- Increase household income in the disproportionately affected counties above national average household income
- Leverage or further enhance key regional assets, including educational institutions, research Facilities, and military bases.
- Partner with local governments to provide funds, land, or other assistance to the project.
- Benefit the environment, in addition to the economy
- Provide outcome measures.
- Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.
- Are recommended by the board of county commissioners of the county in which the project or program will be located.
-

Partner with the convention and visitor bureaus, tourist development councils, or chamber of Commerce located within the disproportionately affected counties.

2. Explain how the proposed project meets the priorities identified above

Priority: Generate maximum estimated economic benefits, based on tools and models not generally employed by economic input-output analyses, including cost benefit, return-on-investment, or dynamic scoring techniques to determine how the long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.

Estimated economic benefits of this project include:

- increasing the short term and long term supply of certified/licensed well-prepared technicians for the high skill/ high wage /high demand healthcare and information technology sectors,
- increasing student access to technical skills training opportunities
- increasing the college cost savings available to families, and
- increasing the long term talent pipeline of multi-skilled workers to create a more resilient regional economy.

Facilitating the “on-ramps” to employment in those industry sectors that support economic growth and provide a living wage enhances the long-term growth potential of the county and the region. Families with more earnings and employment options may feel more “rooted” to the area. A strong pool of highly skilled technicians and multi-skilled workers helps strengthen the regional economy to attract additional industries. While it is highly unlikely that tests to the stability of the region’s economy can be totally avoided, these factors may help it better meet those challenges.

The healthcare technician/healthcare support sectors offer several options for entry level employment with defined advancement opportunities. For example, the number of licensed practical nurses needed for Region 2, Okaloosa-Walton Counties, is projected at 47, with a growth rate of 83% as reflected in the 2020-2021 Regional Demand Occupations (RDOL) List. Average wages of \$18.88/hour can be estimated to produce annual earnings of \$39,270. The certificate program in practical nursing can provide entry to a career ladder with the next step of an associate’s degree in nursing and the R.N. credential.^{xviii} Registered nurses are reported on the Regional Demand Occupations List with 1.29% growth, approximately 138 openings, with an average wage of \$27.53/hour, estimated annually at \$56,784. Students may further advance through articulation of the A.S. to B.S.N. as provided in statewide articulation agreements.^{xix}

As with healthcare, training and certification in the field of information technology affords students multiple entry points to middle skills employment with subsequent advancement. This program training cluster is also noteworthy in that it supports a variety of industry sectors and includes options that encompass entrepreneurship. Demand for skilled information technology workers is high in the region (Okaloosa-Walton) as well as the state and nation. For example, the 2020-2021 RDOL lists computer use support specialists with estimated 1.28% growth, 48 annual openings, and average annual earnings

of \$55,515 while statewide demand for computer network architects reports with a 1.15% growth rate, 1,480 openings, and an average annual wage of \$91,187. Extending more dual enrollment opportunities in these programs not only reduces college costs for families, it also helps the student enter the field earlier.

Priority: Increase household income in the disproportionately affected counties above national average household income.

The Empowering Education and Transforming Economic Opportunities through Triumph project will move household income to exceed the national average through a purposeful combination of immediate and long term career training actions to help families gain entry to better paying, middle skills jobs and also to facilitate on-gong opportunities to re-skill and up-skill for career advancement. Expanding access to additional career preparatory dual enrollment opportunities at no cost through student attainment of specific industry certifications affords families immediate college cost savings. The articulation process promotes worker advancement and increased earnings by leveraging previously acquired knowledge and skills validated through industry certifications and licensures, thereby reducing both the time and financial investment of wage earners as they move across and up the career ladder.

To ensure that students and families are supported in deriving future benefits from these powerful training possibilities, the district’s deliberate implementation of a cradle to career educational model ^{xx} made possible through the investment of Triumph Gulf Coast, delivers thoughtful focus on student development of basic workplace competencies in personal effectiveness, academic, and general workplace competencies and validation of these competencies through achievement of industry certifications that further confirm industry wide technical skills and industry sector specific technical skills. ^{xxi}

The project’s immediate focus on the healthcare and information technology sectors expedites student entry to higher paying employment as these include middle skills jobs are designated high skill/high wage/high demand. The following table details examples using labor market information for the local area (www.employflorida.com) and the 2020-2021 Regional and Statewide Demand Occupations list report: ^{xxii}

Occupation	Entry Wage	Average Wage
Annual wages calculated at 2,080 hours/year.		
SOC:151122 Information Security Analyst	\$58,157	\$91,957
SOC: 151142 Network & Computer Systems Admin.	\$49,816	\$79,082
SOC:151143 Network Support Specialist	\$53,643	\$91,187
SOC:151151 Computer Use Support Specialist	\$32,968	\$55,515
SOC:151152 Computer Network Support Spec.	\$37,357	\$61,027
SOC:292061 Licensed Practical Nurse	\$33,696	\$39,270
SOC:319092 Medical Assistant (New)	\$27,810	\$33,925
SOC:436013 Medical Secretary (New)	\$26,083	\$33,509
SOC:292099 Health Technologist/Technician	\$27,830	\$42,723
SOC:292052 Pharmacy Technician	\$28,850	\$29,339
SOC:319097 Phlebotomist	\$25,896	\$32,282

Wage growth would be expected to continue to increase as workers gain experience in the field and access additional training through defined on-ramps, e.g., LPN to RN resulting in an estimated annual wage increase from \$39,270 to \$56,784.

Priority: Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.

The Norwest Florida region is home to excellent educational institutions. Emerald Coast Technical College is the Walton County School District’s only postsecondary educational institution, awarding postsecondary certificates along with industry certification and licensure as appropriate. At no cost to the student or family, district high school students are provided the opportunity to enroll in postsecondary career certificate programs concurrent with their high school education. Completion of the postsecondary career certificate and/or specific industry certifications may then be articulated to state college programs, resulting in college cost savings and opportunities for educational and occupational advancement.

Priority: Partner with local governments to provide funds, land, or other assistance to the project.

Building on past positive experiences, this project expects to partner with local governments to provide appropriate internship opportunities for students as an integral component of the program of work. Such internships will prioritize students with limited work experience and those enrolled in any dual enrollment program at the district’s technical college. These internships will provide valuable work experience to the student.

Priority: Provide outcome measures.

Improved quality of life may certainly be viewed as incidental to the quantifiable outcome measures of increased attainment of industry certifications/licensures; but it is no less integral to the strategic long-term results that will help Walton County and the Northwest Florida region continue to prosper. The following table details the expected industry certifications/licensures that are expected as outcome measures for the initial five year period of the application. The first year of the program of work anticipates 409 credentials while the fifth year expects that 607 credentials will be produced.

	Year 1	Year 2	Year 3	Year 4	Year 5
Increased attainment of industry certifications by secondary students	325	340	357	370	410
Increased attainment of postsecondary industry certifications/licensures in healthcare sector programs & MAS	65	89	110	116	120
Increased attainment of postsecondary industry certifications in IT sector programs	30	40	50	50	55
Increased number of healthcare/support sector job preparatory programs offered at Emerald Coast Technical College	Addition of 2 new programs listed on the 2020-2021 Regional 2 (Okaloosa-Walton) Demand Occupations List – Year 2				

Priority: Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.

Through the diligent efforts of the Florida Department of Education, the K-20 education system in Florida is connected through statewide articulation agreements. These agreements facilitate partnerships between the K-12, technical college, state college, and state university systems to better serve students' educational progress through designated career pathways and also provide college cost savings for the family.

Priority: Are recommended by the board of county commissioners of the county in which the project or program will be located.

The Walton County Board of County Commissioners has recommended this Triumph Gulf Coast, Inc. training project. The school district looks forward to continuing to develop programs that will support the commissioners in serving the needs of the citizens of Walton County.

Priority: Partner with the convention and visitor bureaus, tourist development councils, or chamber of Commerce located within the disproportionately affected counties.

The Walton County Chamber of Commerce and the Walton County School District have built a strong history of working together to support each other's missions. The district expects to develop appropriate internship opportunities with the Walton County Chamber of Commerce for students enrolled in postsecondary training programs at the district's technical college. Such internship opportunities will prioritize students who have limited work experience and dual enrollment students. These internships will be designed specifically for students to gain additional industry-specific skills as well as to gain valuable work experience.

3. Please explain how the proposed project or program meets the discretionary priorities identified by the board.

This project has been developed to meet several discretionary priorities identified by the board:

- The project is **transformational** in refining the delivery of K-12 education to meet the needs of both students and area employers through implementation of a modified "cradle to career" approach; broad, intentional foundations in STEAM (Science, Technology, Engineering, Arts, Math) in elementary school prepare students for skillful use of technology in middle school as evidenced by increasing student certification attainment ; targeted, well-planned career pathways help focus and prepare high school students for postsecondary education and careers after high school through attainment of industry certifications/credentials and work-based learning, including paid internships and service learning. For the postsecondary health sciences student, state-of-the-art laboratory design extends both academic and critical thinking skills and promotes appreciation of the value of the health care team in delivering quality patient care and achievement of multiple industry credentials. The addition of a program in medical assisting provides

access to a program not currently available through the public postsecondary education system in the area.

- This project can be consummated both quickly and efficiently. Programs have been researched and the project has sufficient local support to begin as soon as approved by Triumph Gulf Coast, Inc.
- This project aligns with several strategies noted in the Northwest Florida Forward Report. The focus for special alignment for this project is developing and retaining a talent pool to meet the current and future needs of the region.
- This project promotes industry cluster impact focusing on developing a skilled workforce in the healthcare and information technology sectors.
- A portion of Walton County is located in a Rural Area of Opportunity (Freeport).
- This project is not limited in scope to Walton County only. Postsecondary program offerings at Emerald Coast Technical College are available to students throughout the region and employers throughout the region, especially counties that border Walton County will benefit from the supply of skilled workers.
- Postsecondary program offerings at the technical college provide statewide articulation mechanisms so that students may leverage career certificates and industry credentials to A.S. degrees available at state colleges.
- The postsecondary focus on healthcare sector employers enhances that industry cluster while expansion of information technology preparation and certifications has the potential for broad impact in several industries. K-12 magnet career academy offerings support IT, engineering, and manufacturing industry clusters.

4. In which of the eight disproportionately affected county/counties is the proposed project or program located? (Circle all that apply)

Escambia Santa Rosa Okaloosa Walton Bay Gulf Franklin Wakulla

5. Was this proposed project or program on a list of proposed projects and programs submitted to Triumph Gulf Coast, Inc., by one (or more) of the eight disproportionately affected Counties as a project and program located within its county?

Yes

No

If yes, list all Counties that apply: Walton County

6. Does the Board of County Commissioners for each County listed in response to question 5, above, recommend this project or program to Triumph?

Yes No

Excerpt from minutes of Board of County Commissioners, Walton County, attached.

**Please attach proof of recommendation(s) from each County identified.

Approvals and Authority

1. If the Applicant is awarded grant funds based on this proposal, what approvals must be obtained before Applicant can execute an agreement with Triumph Gulf Coast, Inc.?

The Walton County School Board must approve all legal agreements. This project has previously been approved for submission.

2. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and Triumph Gulf Coast:

- A. **Provide the schedule of upcoming meetings for the group for a period of at least six months.**
- B. **State whether that group can hold special meetings, and if so, upon how many days' notice.**

The Walton County School Board meets twice monthly. In addition, special meetings may be called to facilitate special projects or needs.

3. Describe the timeline for the proposed project or program if an award of funding is approved, including milestones that will be achieved following an award through completion of the proposed project or program.

Milestone	Timeline	Notes
PLTW – Launch (Elementary)	Following approval of project	Instructors have been identified and provided initial training.
PLTW – Gateway (Middle School)	Following approval of project	Instructors have been identified and provided initial training.

Initial Magnet Career Academy Students Enroll	Following approval of project	Initial phase facility buildings in final preparation.
Architectural Plans approved for health sciences laboratory	Following approval of project	Appropriate plans must be developed and approved prior to initiating construction
Renovation of donated buildings for Magnet Innovation Center (MIC)	Following approval of project	Renovation project must be finalized to facilitate expanded programs
PN initial course provided for dual enrollment	August, 2021	Minimum of 6 students should be identified.
Milestone	Timeline	Notes
First Certifications earned by high school innovation center students	June, 2021	Initial cohort in currently available facilities
Dual enrollment offerings in IT at ECTC expand to SW MIC	August, 2021	Dependent on renovation of additional donated facility buildings
Medical Assisting Program offered	August, 2021	COE accrediting body will be notified 3-6 months prior for approval.
Medical Administrative Assistant Program Offered	August, 2021	COE accrediting body will be notified 3-6 months prior for approval.
ECTC Extension Campus opens at SW Magnet Innovation Center	August, 2021	Dependent on renovation of donated facility buildings
Postsecondary IT Programs offered at SW Magnet Innovation Center	August, 2021	Dependent on renovation of donated facility buildings
First Certifications Earned by Medical Assisting Students	June, 2022	Students may earn multiple certifications.
First Certifications Earned by Medical Admin. Specialist students	June, 2022	Students may earn multiple certifications.
Certification attainment by students continues throughout project; evaluation of project's impact at years 2, 3, 4, 5	June 2023 June 2024 June 2025	Students may earn multiple certifications. Project is evaluated for potential replication/ expansion to additional industry clusters.

4. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity applying for funding. 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. In addition, please attach any support letters from partners.

Mr. A. Russell Hughes is the superintendent and executive officer for Walton County School District.

[Title XLVIII](#)
K-20 EDUCATION CODE

[Chapter 1001](#)
K-20 GOVERNANCE

[View Entire Chapter](#)

1001.33 Schools under control of district school board and district school

superintendent.—Except as otherwise provided by law, all public schools conducted within the district shall be under the direction and control of the district school board with the district school superintendent as executive officer.

History.—s. 39, ch. 2002-387; s. 28, ch. 2003-391; s. 9, ch. 2006-74.

Funding and Budget:

Pursuant to Section 288.8017, awards may not be used to finance 100 percent of any project or program. An awardee may not receive all of the funds available in any given year.

- 1. Identify the amount of funding sought from Triumph Gulf Coast, Inc. and the time period over which funding is requested.**

This project seeks **\$3,846,000.00** from Triumph Gulf Coast, Inc. over a 5 year period.

(If additional space is needed, please attach a Word document with your entire answer.)

- 2. What percentage of total program or project costs does the requested award from Triumph Gulf Coast, Inc. represent? (Please note that an award of funding will be for a defined monetary amount and will not be based on percentage of projected project costs.)**

The initial project costs are projected at **\$8,099,500.00**, with **\$3,846,000.00** representing an investment of **47.48%** of the requested amount from Triumph Gulf Coast.

(If additional space is needed, please attach a Word document with your entire answer.)

- 3. Please describe the types and number of jobs expected from the proposed project or program and the expected average wage.**

The following table illustrates expected jobs and wages for new and expanded postsecondary programs only.^{xxiii} IT placements may span multiple programs and SOC codes.

Occupation	Workforce Region 2 (R) Statewide (S) Projected Annual Openings	Average Wage : based on mean hourly rate x 2080 hours
SOC:151122 Information Security Analyst	578 (S)	\$91,957
SOC: 151142 Network & Computer Systems Admin.	1,464 (S)	\$79,082

SOC:151143 Network Support Specialist	1,480 (S)	\$91,187
SOC:151151 Computer Use Support Specialist	48 (R)	\$55,515
SOC:151152 Computer Network Support Spec.	1,028 (S)	\$61,027
SOC:292061 Licensed Practical Nurse	47 (R)	\$39,270
SOC:319092 Medical Assistant	64 (R)	\$33,925
SOC:436013 Medical Secretary	3,199 (S)	\$33,509
SOC:292099 Health Technologist/Technician	1,005 (S)	\$42,723
SOC:292052 Pharmacy Technician	11 (R)	\$29,339
SOC:319097 Phlebotomist	1,151 (S)	\$32,282

4. Does the potential award supplement but not supplant existing funding sources? If yes, describe how the potential award supplements existing funding sources.

Yes, this requested project award has been developed to **supplement** available funding provided for workforce development training and education offered through the Walton County School District. Adding medical assistant to healthcare program offerings will make this new program available to students. A healthcare programs integrated laboratory with appropriate simulation equipment will intensify student learning experiences that are not generally available to all students in the clinical setting. Enhancing K-12 curriculum beyond STEM to incorporate new strategies and appropriate learning tools will build on existing resources and expand these to additional schools, teachers, and students. Increasing the number and the type of industry credentials / certifications available to middle and high school students along with targeted opportunities for career technical education dual enrollment students to participate in paid and unpaid internships as well as service learning will significantly enhance the value of secondary programs of study that are currently available. This enhanced value will benefit both students and employers in the area.

5. Please provide a Project/Program Budget. Include all applicable costs and other funding sources available to support the proposal.

A. Project/Program Costs:

Example Costs (Note: Not exhaustive list of possible Cost categories.)

Construction	\$ _____
Reconstruction	\$ <u>5,411,000</u>
Design & Engineering	\$ _____
Land Acquisition	\$ _____
Land Improvement	\$ _____
Equipment	\$ <u>1,489,000</u>
Supplies	\$ <u>131,000</u>
Salaries	\$ <u>900,000</u>
Other (specify)	\$ <u>168,500</u>
<u>(Student Internships: \$165,000</u>	
<u>(Accreditation Fees: \$ 3,500)</u>	

Total Project Costs: \$ 8,099,500

B. Other Project Funding Sources:

Example Funding Sources (Note: Not an exhaustive list of possible Funding Sources.)

Walton County School Board	\$ 2,742,500
Private Sources (St.Joe Co.)	\$ 1,511,000
Other (e.g., grants, etc.)	\$ _____
Total Other Funding	\$ 4,253,500
Total Amount Requested:	\$ 3,846,000

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

C. Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding and other pertinent budget-related information.

Item Description	Triumph Gulf Coast Request	In Kind/Match	Total	Notes
Magnet Innovation Center (MIC)– Renovation	\$1,500,000.00	\$1,511,000.00	\$3,011,000.00	St. Joe Company 4 bldg. for renovation – in-kind Year 1, 2
ECTC Health Sciences Laboratory /Classrooms/ Student stations Renovation	\$1,200,000.00	\$1,200,000.00	\$2,400,000.00	WCSD Match Year 1, Year 2
Equipment/Furniture: Magnet Innovation Center	\$ 200,000.00	\$ 750,000.00	\$ 950,000.00	Includes classroom furniture Year 1, Year 2
Equipment: Health Sciences Integrated Lab	\$ 500,000.00	\$ 7,000.00	\$ 507,000.00	Includes simulation equipment Year 2, Year 3
Equipment: IT Lab	\$ 30,000.00	\$ 2,000.00	\$ 32,000.00	Computers; Classroom Furniture (WCSD) Year 1
Supplies/Instructional Resources: Magnet Innovation Center	\$ 0.00	\$ 45,000.00	\$ 45,000.00	Includes certification prep software Year 1, Year 2
Supplies/Instructional Resources: CAPE Jr. Program	\$ 0.00	\$ 5,000.00	\$ 5,000.00	Includes certification prep software Year 1
Supplies/Instructional Resources: Health Sciences Integrated Lab	\$ 52,500.00	\$ 11,500.00	\$ 64,000.00	Includes certification prep software Years 2, 3, 4
Supplies/Instructional Resources: Expanded IT Program	\$ 15,000.00	\$ 2,000.00	\$ 17,000.00	Includes certification prep software Year 1
Salaries and Benefits: MIC Instructors – 5 years	\$ 0.00	\$ 360,000.00	\$ 360,000.00	Years: 1-5
Salaries and Benefits: Instructors Med. Asst. & Med.Admin. – 4 yr.	\$ 120,000.00	\$ 240,000.00	\$ 360,000.00	Years: 2-5
Salaries and Benefits: Instructor – Expanded IT – 5 years	\$ 60,000.00	\$ 120,000.00	\$ 180,000.00	Years: 1-5
Student Internships	\$ 165,000.00	\$ 0.00	\$ 165,000.00	Dual Enrollment Years 2-5
IT Program Postsecondary Accreditation Fees (add site)	3,500.00	\$ 0.00	\$ 3,500.00	Accreditor site visit prior to IT offering at SW Year 1
	\$3,846,000.00	\$4,253,500.00	\$8,099,500.00	
Percentage	47.48%	52.52%	100%	
Cost / credential (\$2,535) total)	\$1,517.02	\$1,678.05	\$3,195.07	

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Applicant understands that the Triumph Gulf Coast, Inc. statute requires that 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, and must include provisions for recovery of awards in the event the award was based upon fraudulent information or the awardee is not meeting the performance requirements of the award.

Yes No

Applicant understands that awardees must regularly report to Triumph Gulf Coast, Inc. the expenditure of funds and the status of the project or program on a schedule determined by Triumph Gulf Coast, Inc.

Yes No

Applicant acknowledges that Applicant and any co-Applicants 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.

Yes No

Applicant acknowledges that Triumph Gulf Coast, Inc. reserves the right to request additional information from Applicant concerning the proposed project or program.

Yes No

ADDENDUM FOR WORKFORCE TRAINING PROPOSALS

1. Program Requirements

- A. **Will this proposal supports programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties? If yes, please identify where the campuses are located and provide details on how the proposed programs will prepare students for future occupations and at which K-20 institutions that programs will be provided.**

Yes No

K-12 campuses, including the Magnet Innovation Center, and the technical college campus are all located in Walton County, Florida. Postsecondary programs and career dual enrollment will initially be offered on the Emerald Coast Technical College campus in DeFuniak Springs, with expansion of information technology programs along with dual enrollment opportunities in these, extending to the Magnet Innovation Center. All secondary campuses in the district will offer career education programs that prepare secondary students to achieve specific industry certifications as listed on the Florida Secondary CAPE certification inventory, updated annually. These “nationally recognized, time-limited credentials are applicable to an occupation that is included in the workforce system’s targeted occupations list or determined to be an occupation that is critical, emerging, or address a local need.”^{xxiv} IT and health sciences programs are located on the campus of ECTC. The renovated interdisciplinary health sciences laboratory along with student stations to accommodate new program offerings in medical assisting and medical administrative specialist will be located on the campus of Emerald Coast Technical College.

Will the proposed program (check all that apply):

- Increase students’ technology skills and knowledge
- Encourage industry certifications
- Provide rigorous, alternative pathways for students to meet high school graduation requirements
- Strengthen career readiness initiatives
- Fund high-demand programs of emphasis at the bachelor’s and master’s level designated by the Board of Governors

- Encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties (similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission on Education)

For each item checked above, describe how the proposed program will achieve these goals.

➤ **Increase students' technology skills and knowledge**

Development of the CAPE, Jr. model will broaden the intentional preparation of students for validation of technology skills and knowledge to the elementary school levels. This foundation will then better prepare students in the middle grades to continue validation of even more rigorous technology related skills. Using Project Lead the Way Engineering curriculum, programs developed at the Magnet Innovation Center will expand those areas in which high school students learn and use technology skills and knowledge. Dual enrollment offerings will specifically include information technology programs. In the integrated health sciences laboratory, postsecondary students will be able to increase their technology skills and knowledge in real-world scenarios/simulations as they prepare for employment in the healthcare industry.

➤ **Encourage industry certifications**

This project has been developed with a focus on authenticating specific student knowledge and skills through achievement of industry certification/credentials. Such validation will help inform business of the student's preparation for particular occupations.

➤ **Provide rigorous alternative pathways for students to meet high school graduation requirements**

Expanded career dual enrollment offerings will provide rigorous alternative pathways for students to meet high school graduation requirements while also accelerating the student's entry into skilled employment and/or access to state college credit.

➤ **Strengthen Career Readiness Initiatives**

Integrating purposeful attention on development of personal competencies such as integrity, professionalism, and reliability throughout the students' academic careers will reinforce the students' efforts as they move to develop technical capabilities and industry specific competencies. This project strengthens career readiness by connecting the student with workplace and career considerations through the CAPE, Jr. model and builds on this foundation as the student explores career pathways, and acquires general technical skills, advancing to more industry specific proficiencies.

➤ **Encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties (similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission on Education)**

This proposal expands opportunities for students to access coursework in science, technology, engineering, and mathematics through dual enrollment opportunities and through innovative program offerings at the Magnet Innovation Center. New health sciences programs and an integrated laboratory will introduce students to career possibilities that can be further developed through enrollment at state colleges and/or a state university.

Will this proposal provide participants in the disproportionately affected counties with transferable, sustainable workforce skills but not confined to a single employer? If yes, please provide details.

Yes No

This proposal is specifically designed to deliver high quality career education preparation and credential validation of workforce skills in multiple career clusters to k-12 students and in the healthcare and IT career clusters to postsecondary technical college students. Students may achieve more than one certification and licensure. Skills and credentials attained by students will benefit many employers in these diverse sectors.

C. Identify the disproportionately affected counties where the proposed programs will operate or provide participants with workforce skills.

Walton County

D. Provide a detailed description of, and quantitative evidence demonstrating how the proposed project or program will promote:

- **Economic Recovery,**
- **Economic Diversification,**
- **Enhancement of the disproportionately affected counties,**
- **Enhancement of a Targeted Industry.**

Expanding student access to additional “on-ramps” leading to employment in those industry sectors that support economic growth and provide a living wage helps speed **economic recovery**. Through strong K-12 training programs that prepare students for credentials valued by industry, the area can provide a sufficient pool of multi-skilled technicians that can both re-build the economy and also attract new industry to help in recovery and in **economic diversification, enhancing** the value of **Walton County** and the entire **region**. The project’s initial focus on meeting the demand for skilled technicians in the **targeted industries of healthcare and information technology** help in reinforcing and increasing the capacity of these industries that are vital to the region’s growth.

2. Additional Information

A. Is this an expansion of an existing training program? Is yes, describe how the proposed program will enhance or improve the existing

program and how the proposal program will supplements but not supplant existing funding sources.

Yes No

This project is both an expansion of existing training programs in the information technology cluster at the postsecondary level and it also includes establishing two new programs that support the healthcare sector. Improving access in the IT programs to students at the Magnet Innovation Center will extend dual enrollment opportunities in this career preparation cluster. Expanding healthcare offerings to include new programs in medical assisting and the support program medical administrative specialist will expand local access to jobs listed on the regional and statewide demand occupations lists. Funding through the district is not currently available to fully support the project; e.g., developing innovative career curriculum delivery structures including the Magnet Innovation Center, providing new programs to prepare medical assistants and medical administrative specialists along with the cross-disciplinary health sciences laboratory. Triumph Gulf Coast funding for the proposal will help leverage these ideas to full implementation in the five year period.

B. 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) where the training will be available.

All program offerings, including postsecondary healthcare and business/information technology programs will be delivered face-to-face, with complementary computer-based instruction as appropriate. The training will be located in Walton County at Walton County public school locations, including Emerald Coast Technical College and K-12 schools located in Freeport, Paxton, DeFuniak Springs, and South Walton sites.

C. Identify the number of anticipated enrolled students and completers.

Program	Anticipated Enrollments – Duplicated Headcount (Students may enroll multiple years in multiple programs)	Anticipated Certifications Awarded (Students may earn multiple certifications in the period.)
Industry Certifications – Middle Schools & High Schools, Magnet Innovation Center	2110	1810

Information Technology	270	225
Health Sciences Programs and Medical Administrative Specialist	415	500
TOTAL	2795	2535

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

Walton County School District K-12 programs will be offered in semesters, with courses beginning in August and/or January each school year. Postsecondary (technical college) offerings are generally scheduled to begin in August/September and January/May each school year. Technical college programs are offered in approved clock hours as provided through the Florida Department of Education. The following table indicates the clock hour requirement and the anticipated time for full-time student completion for the programs in this project.

Program	Clock Hours	Approximate time for Full-time Student to Complete
Patient Care Technician	600	9 months
Pharmacy Technician	1050	10 months
Phlebotomy	165	6-8 weeks (part-time only)
Practical Nursing	1350	45 weeks ~ 13 months
Medical Assisting	1300	45 weeks ~ 13 months
Medical Administrative Specialist	1050	10 months
Applied Cybersecurity	750	8 months
Computer Systems & Information Technology (CSIT)	900	9 months
Network Support Services	1050	10 months
Web Application Development and Programming	1050	10 months

E. Describe the plan to support the sustainability of the proposed program.

Florida Education Finance Program (FEFP) FTE revenues for K-12 programs along with federal funding administered through the Florida Department of Education such as Perkins V allocations along with funding earned and awarded through student attainment of approved industry certifications through the Florida CAPE (Career and Professional Education Act) will help ensure sustainability of the K-12 programs initiated by this project.

District workforce education allocations, additional performance funding earned and awarded through the Florida Workforce Development Fund, along with Perkins federal funding allocated through the Florida Department of Education and student tuition and fees will provide the primary funding for the project's postsecondary portion of the project. Workforce Development Fund allocations to districts are made annually in the General Appropriations Act. The current funding model provides that increases in funding can be earned through increased program offerings along with increased student instructional hours in postsecondary career education programs. Increasing student accessibility and the number of program offerings are expected to further increase the amount of this allocation, providing for both sustainability and potential expansion of postsecondary programs funded through this Triumph Gulf Coast project.

F. Identify any certifications, degrees, etc. that will result from the completion of the program.

A sample listing of CAPE certifications that may be earned by secondary students appears on pages 8 and 9 of the project narrative. The following table is a sample listing of current certifications that may be earned by students enrolled in the postsecondary programs noted in this project. Certifications may be retired and new certifications added each year to better reflect industry standards and requirements.

Sample Listing of Expected Information Technology Certifications	Sample Listing of Expected Health Sciences Certifications
CIW JavaScript Specialist	National Licensed Practical Nurse (NCLEX – PN)
CIW Site Development Associate	CPCT (Certified Patient Care Technician)
CIW Advance HTML5 & CSS3 Specialist	Certified Phlebotomist
CIW IBA	Certified Pharmacy Technician (CPhT)
CIW Network Technology Associate	Certified Clinical Medical Assistant (CCMA)
CIW Web Foundations Associate	C.N.A. (Certified Nursing Assistant)
CIW Web Security Specialist	Certified EKG Technician
CIW Web Security Professional	Microsoft Office Specialist
COMPTIA A+	QuickBooks Certified User
COMPTIA Network+	

G. Does this project have a local match amount? If yes, please describe the entity providing the match and the amount.

Yes No

Approximately 52% of the total project cost for the five year initial period is funded by local match with \$2,742,500.00 attributable to Walton County School District and \$1,511,000.00 being funded through the contribution of the St. Joe Company for buildings to be converted to classrooms/labs for the Magnet Innovation Center.

H. Provide any additional information or attachments to be considered for this proposal.

Walton County School District will be happy to provide additional information as requested.

I, the undersigned, do hereby certify that I have express authority to sign this proposal on my behalf or on behalf of the above-described entity, organization or governmental entity:

Name of Applicant: Walton County School District/Walton County School Board

Name and Title of Authorized Representative: A. Russell Hughes, Superintendent

Representative Signature: _____

Signature Date: _____

Attachments

Financial Statement Excerpts from Florida Auditor General Report 2020-153

Walton County Board of County Commissioners Meeting Minutes for Meeting December 17, 2019

Letters of Support:

- Walton County Board of County Commissioners
- Consortium of Florida Education Foundations– Career Pathways
- The St. Joe Company
- Tech Farms
- Walton County Chamber of Commerce
- Walton County Economic Development Alliance

Endnotes

- ⁱ Jon Roberts and Alex Cooke. (2017, February). *Northwest Florida Forward - A Regional Strategy for Economic Transformation*. Austin, TX: TIP Strategies
- ⁱⁱ Galvin, G. (2019). These are the 10 fastest-growing counties in the U.S. *U.S. News and World Report*, 7. Retrieved from <https://www.usnews.com/news/healthiest-communities/slideshows/fastest-growing-counties-in-america?slide=7> Walton County Florida Census 2020 It is Important to Make Walton County COUNT. (n.d.). Retrieved June 19, 2020, from <https://www.co.walton.fl.us>
- ⁱⁱⁱ What we do. (n.d.). Retrieved June 19, 2020, from <https://strivetogether.org/our-approach>
- ^{iv} Florida department of education. (n.d.-d). Statewide Articulation Agreements. Retrieved May 26, 2020, from <https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements>
- ^v Jon Roberts and Alex Cooke. (2017, February). *Northwest Florida Forward - A Regional Strategy for Economic Transformation*. Austin, TX: TIP Strategies
- ^{vi} Florida department of economic opportunity, & CareerSource, Inc. (n.d.). Regional demand occupations list. Retrieved May 26, 2020, from <https://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>
- ^{vii} Newhouse, PhD., RN, R., & Spring, PhD., B. (2010). Interdisciplinary evidence-based practice: Moving from silos to synergy. *Nursing Outlook*, 2–4. <https://doi.org/10.1016/j.outlook.2010.09.001>
- ^{viii} County snapshots. (n.d.). Retrieved December 20, 2018, from <http://www.floridasgreatnorthwest.com/county/walton>
- ^{ix} Jon Roberts and Alex Cooke. (2017, February). *Northwest Florida Forward - A Regional Strategy for Economic Transformation*. Austin, TX: TIP Strategies
- ^x Hall, E., & Hebda, K. Florida Department of Education. (n.d.). College cost savings brochure. Retrieved May 28, 2020, from <http://www.fldoe.org/core/fileparse.php/7671/urlt/collegesavings1920.pdf>
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- ^{xii} Florida department of economic opportunity. (n.d.). Pharmacy Technician Wage Rates Region 2. Retrieved May 26, 2020, from <https://www.employflorida.com/vosnet/lmi/profiles/profileSummary.aspx>
- ^{xiii} Florida department of education. (n.d.-a). Average annualized earnings by educational level. Retrieved May 26, 2020, from <http://www.fldoe.org/core/fileparse.php/7592/urlt/1718AAEEL.pdf>
- ^{xiv} County profiles. (n.d.). Retrieved May 26, 2020, from <https://www.floridasgreatnorthwest.com/county/walton>
- ^{xv} U.S. department of labor, employment and training administration. (n.d.). Competency model tiers. Retrieved May 26, 2020, from <https://www.careeronestop.org/CompetencyModel/InfoDocuments/TAG.pdf>
- ^{xvi} Richards, E. (2015). Overview of projections to 2024. *Monthly Labor Review, U.S. Bureau of Labor Statistics*, 1–2. <https://doi.org/10.21916/mlr.2015.50>
- ^{xvii} Florida department of education. (n.d.-b). CAPE secondary. Retrieved May 26, 2020, from <http://www.fldoe.org/academics/career-adult-edu/cape-secondary>
- ^{xviii} Florida department of education. (n.d.-c). Statewide career pathways agreement : PN to as/rn. Retrieved May 26, 2020, from <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.stml>
- ^{xix} Florida department of education. (n.d.-c). Career ladder agreements: AS in nursing to bsn. Retrieved May 26, 2020, from http://www.fldoe.org/core/fileparse.php/7525/urlt/astobaccalaureate_agreements.pdf

^{xx} What we do. (n.d.). Retrieved June 19, 2020, from <https://strivetogether.org/our-approach>What We Do.

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^{xiv} Florida department of education. (n.d.-f). Technical assistance paper - Florida career and professional education act. Retrieved May 28, 2020, from <http://www.fldoe.org/core/fileparse.php/8904/urlt/cape-act-techassist.pdf>



Sherrill F. Norman, CPA
Auditor General

AUDITOR GENERAL

STATE OF FLORIDA

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Tallahassee, Florida 32399-1450



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The President of the Senate, the Speaker of the
House of Representatives, and the
Legislative Auditing Committee

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Walton County District School Board, as of and for the fiscal year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the school internal funds, which represent 42 percent and 86 percent, respectively, of the assets and liabilities of the aggregate remaining fund information. In addition, we did not audit the financial statements of the aggregate discretely presented component units, which represent 100 percent of the transactions and account balances of the aggregate discretely presented component units' columns. The financial statements for the school internal funds and the aggregate discretely presented component units were audited by other auditors, whose reports have been furnished to us, and our opinions, insofar as they relate to the amounts included for those financial statements, are based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor

considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Walton County District School Board, as of June 30, 2019, and the respective changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that

MANAGEMENT'S

DISCUSSION AND ANALYSIS, the **Budgetary Comparison Schedule – General Fund**, **Schedule of Changes in the District's Total OPEB Liability and Related Ratios**, **Schedule of the District's Proportionate Share of the Net Pension Liability – Florida Retirement System Pension Plan**, **Schedule of District Contributions – Florida Retirement System Pension Plan**, **Schedule of the District's Proportionate Share of the Net Pension Liability – Health Insurance Subsidy Pension Plan**, **Schedule of District Contributions – Health Insurance Subsidy Pension Plan**, and **Notes to Required Supplementary Information**, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying **SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying **SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS** is the responsibility of management and was derived from and relates directly to the underlying

accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying **SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS** is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

[Other Reporting Required by Government Auditing Standards](#)

In accordance with *Government Auditing Standards*, we have also issued our report dated March 13, 2020, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, rules, regulations, contracts, and grant agreements and other matters included under the heading **INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Respectfully submitted,



Sherrill F. Norman, CPA
Tallahassee, Florida

March 13, 2020

MANAGEMENT'S DISCUSSION AND ANALYSIS

The management of the Walton County District School Board has prepared the following discussion and analysis to provide an overview of the District's financial activities for the fiscal year ended June 30, 2019. 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 found immediately following the MD&A.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2018-19 fiscal year are as follows:

- As of June 30, 2019, the assets and deferred outflows of resources exceed the liabilities and deferred inflows of resources by \$201,861,657.10.
- In total, net position increased \$16,482,561.42, which represents an 8.9 percent increase over the 2017-18 fiscal year.

- General revenues total \$125,327,335.72, or 95.2 percent of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions, and capital grants and contributions total \$6,302,801.68, or 4.8 percent of all revenues.
- Expenses total \$115,147,575.98. Only \$6,302,801.68 of these expenses was offset by program specific revenues, with the remainder paid from general revenues.
- At the end of the current fiscal year, the fund balance of the General Fund totals \$36,646,684.20, which is \$7,271,599.85 more than the prior fiscal year balance. The General Fund assigned and unassigned fund balances total \$36,292,191.28, or 38.6 percent of total General Fund revenues, while restricted and nonspendable fund balances total \$354,492.92.

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, liabilities, and deferred inflows/outflows 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. An increase or decrease in net position is an indication of whether the District's financial health is improving or deteriorating.

The government-wide statements present the District's activities in the following categories:

- Governmental activities – This represents most of the District's services, including its educational programs such as basic, vocational, adult, and exceptional education. Support functions such as transportation and administration are also included. Local property taxes and the State's education finance program provide most of the resources that support these activities.
- Component units – The District presents three separate legal entities in this report. The Seaside School, Inc. and Walton Academy, a division of Walton Academy, Inc. are legally separate organizations and component units that are included in this report because they meet the criteria for inclusion provided by generally accepted accounting principles. Financial information for these component units is reported separately from the financial information presented for the primary government.

The Walton County Public Education Finance Authority, Inc. (Authority), although also a legally separate entity, was formed to facilitate financing for the acquisition of facilities and equipment for the District. Due to the substantive economic relationship between the District and the Authority, the Authority has been included as an integral part of the primary government.

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, unlike the government-wide financial statements, governmental fund financial statements focus 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. Such information may be useful in assessing a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between 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 funds are the General Fund, Capital Projects – Local Capital Improvement Fund, and Capital Projects – Other Fund. 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 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 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 concerning the District's net pension and other postemployment benefits liabilities.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position over time may serve as a useful indicator of a government's financial health. The following is a summary of the District's net position as of June 30, 2019, compared to net position as of June 30, 2018:

Net Position, End of Year		
Governmental Activities		
	6-30-19	6-30-18
Current and Other Assets	\$ 82,797,699.69	\$ 86,867,820.09
Capital Assets	<u>234,920,732.26</u>	<u>214,969,262.75</u>
Total Assets	<u>317,718,431.95</u>	<u>301,837,082.84</u>
Deferred Outflows of Resources	<u>22,152,752.00</u>	<u>19,920,666.78</u>
Long-Term Liabilities	122,838,158.20	125,176,342.37
Other Liabilities	<u>8,788,616.65</u>	<u>7,510,689.57</u>
Total Liabilities	<u>131,626,774.85</u>	<u>132,687,031.94</u>
Deferred Inflows of Resources	<u>6,382,752.00</u>	<u>3,691,622.00</u>
Net Position:		
Net Investment in Capital Assets	174,071,749.32	166,435,702.81
Restricted	35,354,091.77	29,172,407.54
Unrestricted (Deficit)	<u>(7,564,183.99)</u>	<u>(10,229,014.67)</u>
Total Net Position	<u>\$ 201,861,657.10</u>	<u>\$ 185,379,095.68</u>

The largest portion of the District's net position is investment in capital assets (e.g., land; buildings; furniture, fixtures, and equipment), net of related debt still outstanding and unspent proceeds. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the investment in capital assets is reported net of related debt and unspent proceeds, the resources used to repay the debt must be provided from other sources, since the capital assets cannot be used to liquidate these liabilities.

The restricted portion of the District's net position represents resources that are subject to external restrictions on how they may be used. The deficit unrestricted net position was the result, in part, of accruing \$5,021,263.06 in compensated absences payable, \$3,058,808 in other postemployment benefits payable, and \$49,673,413 in net pension liability.

The key elements of the changes in the District's net position for the fiscal years ended June 30, 2019, and June 30, 2018, are as follows:

Operating Results for the Fiscal Year Ended

	Governmental Activities	
Program Revenues:		
Charges for Services	\$ 2,114,982.88	\$ 1,873,097.65
Operating Grants and Contributions	3,111,824.13	2,928,758.31
Capital Grants and Contributions	1,075,994.67	603,838.74
General Revenues:		
Property Taxes, Levied for Operational Purposes	71,318,970.89	66,122,977.32
Property Taxes, Levied for Capital Projects	27,079,092.55	
Grants and Contributions Not Restricted to Specific Programs	24,799,781.63	24,867,574.52
Unrestricted Investment Earnings	1,110,475.32	240,851.96
Miscellaneous	<u>1,019,015.33</u>	<u>1,354,118.91</u>
Total Revenues	<u>131,630,137.40</u>	
Functions/Program Expenses:		<u>121,785,283.49</u>
Instruction	58,366,323.07	54,249,228.17
Student Support Services	3,438,349.45	2,727,483.30
Instructional Media Services	1,062,272.32	1,052,224.58
Instruction and Curriculum Development Services	2,813,948.37	2,374,560.86
Instructional Staff Training Services	2,251,769.61	1,930,235.76
Instruction-Related Technology	1,310,404.16	1,156,062.15
Board	619,400.27	516,502.03
General Administration	723,932.00	753,105.09
School Administration	6,499,911.79	5,927,073.05
Facilities Acquisition and Construction	3,866,498.19	3,722,893.11
Fiscal Services	582,383.66	603,379.96
Food Services	3,774,192.18	3,392,712.42
Central Services	950,010.39	802,228.98
Student Transportation Services	6,290,779.91	6,112,478.81
Operation of Plant	8,898,997.14	8,037,060.03

6-30-19	Maintenance of Plant	2,379,878.21	2,109,549.04
	Administrative Technology Services	827,011.14	793,297.87
	Community Services	1,087,854.00	
			1,271,567.13
	Unallocated Interest on Long-Term Debt	2,270,842.03	2,446,624.94
	Unallocated Depreciation Expense	6,994,217.35	6,897,512.94
	Loss on Disposal of Capital Assets	<u>138,600.74</u>	-
			6-30-18

Net Position - Beginning, as Restated	<u>185,379,095.68</u>	<u>170,469,592.41</u>
Net Position – Ending	<u>\$ 201,861,657.10</u>	<u>\$ 185,379,095.68</u>
Total Functions/Program Expenses	<u>115,147,575.98</u>	<u>106,875,780.22</u>
Change in Net Position	<u>16,482,561.42</u>	<u>14,909,503.27</u>
Net Position - Beginning	185,379,095.68	170,748,533.41
Adjustment to Beginning Net Position (1)	-	<u>(278,941.00)</u>

(1) Adjustment to beginning net position was due to the implementation of GASB Statement No. 75, which was a change in accounting principle that addressed accounting and financial reporting for other postemployment benefits.

The District's results of operations showed an increase in net position of \$16,482,561.42 for the 2018-19 fiscal year, compared to an increase of \$14,909,503.27 for the preceding fiscal year. Total revenues increased by \$9,844,853.91, or 8.1 percent for the 2018-19 fiscal year. This change is attributed in part, to an increase in property tax collections for operations and capital projects due to increases in the property values. Overall, property taxes account for 74.8 percent of total governmental activities revenues. Total expenses increased by \$8,271,795.76 for the 2018-19 fiscal year, primarily due to increased instruction expenses.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

Governmental Funds

The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District's financing requirements. Specifically, unassigned fund balance may serve as a useful measure of a government's net resources available for discretionary use as it represents the portion of fund balance that has not been limited to a particular purpose by an external party, the District, or a group or individual delegated authority by the Board to assign resources for particular purposes.

The total fund balances of governmental funds decreased by \$5,344,787.47 during the fiscal year to \$73,958,552.92 at June 30, 2019. Approximately 43.6 percent of this amount is unassigned fund balance (\$32,237,042.18), which is available for spending at the District's discretion. The remainder of the fund balance is nonspendable, restricted, or assigned to indicate that it is (1) not in spendable form (\$192,189.31), (2) restricted for particular purposes (\$37,474,172.33), or (3) assigned for particular purposes (\$4,055,149.10).

Major Governmental Funds

The General Fund is the District's chief operating fund. At the end of the current fiscal year, unassigned fund balance is \$32,237,042.18, while the total fund balance is \$36,646,684.20. As a measure of the General Fund's liquidity, it may be useful to compare the total assigned and unassigned fund balances to General Fund total revenues. The total assigned and unassigned fund balance is 38.6 percent of the total General Fund revenues, while total fund balance represents 38.9 percent of total General Fund revenues.

The General Fund balance increased by \$7,271,599.85 during the fiscal year. The key factor impacting the increase in fund balance is an increase in the property values which resulted in increased tax revenues of \$5,195,993.57.

The Capital Projects – Local Capital Improvement Fund has a total fund balance of \$31,626,741.67. These funds are restricted for the acquisition, construction, and maintenance

of capital assets. Key factors impacting the increase in fund balance of \$4,277,686.06 during the fiscal year was an increase in the property values which resulted in increased tax revenues of \$2,211,518.03.

The Capital Projects – Other Fund has a total fund balance of \$4,084,140.19. The funds are restricted for educational capital outlay needs, which included the construction of Dune Lakes Elementary School.

This project was substantially complete at the end of the 2018-19 fiscal year.

GENERAL FUND BUDGETARY HIGHLIGHTS

During the 2018-19 fiscal year, the District amended its General Fund budget several times, which resulted in an increase in total budgeted revenues of \$1,873,626.09, or 2 percent. At the same time, final appropriations are more than the original budgeted amounts by \$2,208,821.04. Budget revisions occurred primarily from changes in estimated State funding levels and corresponding adjustments to planned expenditures to ensure maintenance of an adequate fund balance.

Actual revenues are more than the final budgeted amounts by \$509,291.68, while actual expenditures are \$2,957,881.36, or 3.2 percent, less than final budgeted amounts. The decrease in expenditures was primarily due to continued cost containment measures implemented by the District. The actual ending fund balance exceeded the estimated fund balance contained in the final amended budget by \$3,469,379.55.

CAPITAL ASSETS AND LONG-TERM DEBT

Capital Assets

The District's investment in capital assets for its governmental activities as of June 30, 2019, is \$234,920,732.26 (net of accumulated depreciation). This investment in capital assets includes land; land improvements; construction in progress; improvements other than buildings; buildings and fixed equipment; furniture, fixtures, and equipment; motor vehicles; and computer software. The total increase in capital assets for the current fiscal year was \$19,951,469.51.

Major capital asset events included the following:

- At June 30, 2019, construction in progress
 - includes: ○ Dune Lakes Elementary School

- South Walton High School Classroom Additions

Additional information on the District's capital assets can be found in the notes to financial statements.

Long-Term Debt

At June 30, 2019, the District had total long-term debt outstanding of \$65,084,674.14, composed of \$2,000 of bonds payable and \$65,082,674.14 of certificates of participation payable including unamortized premium.

During the fiscal year, the District satisfied the debt service obligation for the Series 2005 Certificates of Participation. These funds were used to construct both Freeport High and South Walton High Schools. Additional information on the District's long-term debt can be found in the notes to financial statements.

OTHER MATTERS OF SIGNIFICANCE

The enrollment projections for the District indicate an increase in unweighted full-time equivalent students during the 2019-20 fiscal year, which will increase State revenue. Due to the growth in the student population, the District will continue to monitor building and construction needs.

Employer contributions to the Florida Retirement System increased for regular employees from 8.26 to 8.47 percent of payroll for the 2019-20 fiscal year.

Housing prices are expected to increase the taxable assessed value for the 2019-20 fiscal year, continuing a recovery trend consistent with the State of Florida.

REQUESTS FOR INFORMATION

This report is designed to provide a general overview of the District's finances for all those with an interest in the District's finances. 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 Chief Financial Officer, Walton County District School Board, 145 Park Street, Suite 3, DeFuniak Springs, Florida 32435.



MINUTES

Board of County Commissioners

Tuesday, December 17, 2019 @ 9:00 AM

DeFuniak Springs Board Room

Regular Meeting

COMMISSIONER ATTENDANCE

PRESENT: Commissioner Bill Chapman, Commissioner Danny Glidewell, Commissioner Melanie Nipper, Commissioner Trey Nick, and Commissioner Tony Anderson

STAFF PRESENT: Larry Jones, County Administrator, and Sidney Noyes, County Attorney

OPENING COMMENTS

Chairman Chapman welcomed those in attendance.

PLEDGE OF ALLEGIANCE TO THE AMERICAN FLAG AND INVOCATION

RECOGNITION OF GUESTS

EXCERPT FROM Page 5 of Commission Minutes:

ADMINISTRATION

20. Wyndy Crozier, Principal/Director Emerald Coast Technical College - Request to approve and authorize the Chairman to sign and send a letter of support for Walton County School District's Triumph Gulf Coast Grant Application

Ms. Crozier appeared before the board and requested the board write a letter and stated the purpose was to add additional classrooms for nursing. The grant would help them meet the needs of our community due to the shortages in nursing. Ms. Crozier presented a copy of the grant for the record.

Motion by Commissioner Nick, second by Commissioner Glidewell, to approve and authorize the Chairman to sign and send a letter of support for Walton County School District's Triumph Gulf Coast Grant Application.

5-0 by the following votes:

Ayes: Commissioner Chapman, Commissioner Glidewell, Commissioner Nipper, Commissioner Nick, and Commissioner Anderson

WALTON COUNTY, FLORIDA
Board of County Commissioners

William "Bill" Chapman, District 1, Chairman
Danny Glidewell, District 2
Melanie Nipper, District 3
Trey Nick, District 4, Vice-Chair
Tony Anderson, District 5



P.O. Box 1355
DeFuniak Springs, FL 32435
Phone: (850) 892-8155
Fax: (850) 892-8454
www.co.walton.fl.us

Mr. A. Russell Hughes, Superintendent
Walton County School District
Park Street DeFuniak Springs, Florida 32435

Dear Superintendent Hughes:

The Walton County Board of County Commissioners is pleased to provide this letter as recognition of their unanimous support for your Triumph Gulf Coast Grant Application at their December 17, 2019 Board of County Commissioner's Meeting.

As this project is fully implemented, it will benefit efforts to grow our area's economy by supporting those industries currently located in our area and attracting those businesses that contribute to sustainable, desirable growth. The incorporation of industry certifications by students throughout their education all the way through high school and technical college demonstrates the school district's commitment to preparing students to live successfully, to contribute to our local community, and to help it thrive.

Expansion of technical college offerings and industry certifications in a unique setting that prepares students for occupations in the health care sector and expanding availability of information technology technical education provides a foundation for these students to invest one year or less in training and then leverage technical certificates into associate's and bachelor's degrees through state-approved articulation agreements.

Expanding healthcare career preparation programs will help address a growing demand in this workforce sector, increasing the supply of medical assistants, practical nurses, patient care technicians, phlebotomists, and pharmacy technicians.

Extending STEM coursework to include those critical thinking and design elements intrinsic in expanded arts/mathematics curriculum (Science, Technology, Engineering, Arts, Mathematics - STEAM) will help in making sure that all students in the elementary grades are fully literate and sufficiently prepared for the academic challenges of middle school and high school, supporting career preparation.

Developing the academy concept through the Magnet Innovation School is a great catalyst to help expand students' interests and concentrate their skills and abilities in the areas of engineering and robotics. Additionally, making the facility/education available to area business for their training needs really extends the usefulness and value of this model.

In addition, the expansion of the business and IT offerings at the technical college boosts confidence in success of this interconnected project in truly addressing the longer-term economic development needs of the area while making it feasible for students to be able to earn a good living without leaving home.

We are proud to offer our support and look forward to working with you on making the project a success for our citizens.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bill Chapman", is written over a horizontal line.

W. N. "Bill" Chapman
Chairman & District 1 Commissioner
Walton County Board of County Commissioners



**Northwest Florida Career Pathways:
Communication Campaign For Northwest Florida
Students, Families, School Counselors and Teachers**



October 1, 2019

Mr. A. Russell Hughes, Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

Superintendent Hughes:

On behalf of the Consortium of Florida Education Foundations (CFEF) Northwest Florida Career Pathways initiative funded by the Gulf Power Foundation, we are excited to provide this letter of support for your Triumph Gulf Coast Grant Application. Your proposed project supports the Walton County Career Pathways Initiative and aligns both secondary and postsecondary educational programs with the regional economy. In addition, the project will benefit efforts to grow our area's economy by attracting those businesses that contribute to sustainable, desirable growth. Incorporating industry certifications by students throughout their education all the way through high school and technical college demonstrates the school district's commitment to preparing students for successful careers, to contribute to their local community and to help it thrive.

The project's focus on developing a range of essential academic and technical skills along with personal behaviors that contribute to a teamwork approach in problem solving will definitely support a spectrum of current and future industry as students progress through high school and possibly enter the workforce immediately after graduation. In keeping with the career pathways approach, these students should also be well prepared for further education.

Developing the academy concept through the Magnet Innovation School is a great catalyst to help expand students' interests and concentrate their skills and abilities in the areas of engineering and robotics. The innovative approach of making the facility /education available to area business for their training needs really extends the usefulness and value of this model. The project's expansion of the current manufacturing academy at Freeport High School will help support growth in this industry sector.

The proposal's approach to expanding postsecondary /college programs to address the growing demand for medical assistants while integrating the training offered at the technician level should certainly lead to better healthcare outcomes for patients while also spotlighting the region's commitment to current and emerging trends in providing high quality of life for area residents. The expansion of the business and IT offerings at the technical college further supports student career pathways and provides another avenue for students to be able to earn a good living without leaving the area.

We support this project wholeheartedly and look forward to working with you and your staff as the project goes forward to full implementation. Please let us know how we can further support your efforts at making the highest quality of career education available to all students in the area. If additional information is needed, please contact me at 850.865.9032. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Linda Sumblin".

Linda Sumblin
Consultant, Consortium of Florida Education Foundations



May 10, 2019

Mr. A. Russell Hughes, Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

Re: Magnet Innovation Academy at Watersound

Dear Superintendent Hughes:

As you are aware, The St. Joe Company is keenly interested in your Triumph Gulf Coast Grant Application for funding toward the Magnet Innovation Academy. With its focus on S.T.E.A.M, this new program appears poised to significantly advance the education and career preparation of students in the area.

With the focus of your program being on third party industry certification, area employers will be assured of verifiable skills that the students bring to the job and/or further education, and with your openness to working with area employers, there is some assurance that the Magnet Innovation Academy will continue to provide the necessary skills in the local market place as technology and innovation advance.

Again, The St. Joe Company fully supports this project and also applauds the school district's commitment to providing this innovative approach to education.

Please keep us informed as implementation progresses so that we can be involved and offer additional support for your efforts.

Sincerely,

A handwritten signature in blue ink that reads "Bridget Precise".

Bridget Precise
Senior Vice President
Residential Real Estate



Mr. A. Russell Hughes, Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

May 13, 2019

Dear Superintendent Hughes:

As you know, TechFarms is a technology incubator whose mission is grow the tech ecosystem in Northwest Florida in order to create more high paying jobs and further diversify our economy. In the past, the lack of a skilled workforce has greatly slowed our region's progress towards this goal and it is now more critical that ever that we continue to introduce STEAM to our students in new and innovative ways.

As such, TechFarms is keenly interested in your Triumph Gulf Coast Grant Application as this project appears to significantly advance the education and career preparation of students in the area. The Magnet Innovation Academy is a great way to generate student interest in the fields of engineering and robotics. These disciplines can benefit the student and can provide a considerable benefit to area businesses that wish to expand their footprint in the area while also helping attract new industry in this sector. With your project's focus on third party industry certification, area employers will also be assured of verifiable skills that the students bring to the job and/or further education.

Again, TechFarms supports this project and also applauds the school district's commitment to providing this innovative approach to education. Please let us know as implementation progresses so that we can be involved and offer additional support for your efforts.

Thank you,

A handwritten signature in blue ink that reads "Steve Millaway". The signature is written in a cursive style and is positioned above a horizontal line.

Steve Millaway
CEO, TechFarms
c: (850) 896-2871
e: smillaway@msn.com



63 S Centre Trail
Santa Rosa Beach, FL 32459
Phone: (850) 267-0683
Fax: (850) 267-0603
www.waltonareachamber.com

February 11, 2020

Mr. A. Russell Hughes, Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

Dear Superintendent Hughes:

Thank you for the opportunity to extend the robust partnership that the Walton Area Chamber of Commerce enjoys with the Walton County School District by providing this letter of support for your Triumph Gulf Coast Grant Application. Your innovative educational project aligns with the Chamber's mission "to be the driving force to promote, develop and advocate for successful businesses in the community." Full implementation of your proposed project will benefit efforts to grow our area's economy by attracting those businesses that contribute to sustainable, desirable growth. Ready access to an engaged, competent workforce is essential for economic development in attracting new industry as well as in supporting those businesses already in the area. Incorporating industry certifications by students throughout their education all the way through high school and technical college demonstrates the school district's commitment to preparing students to live successfully, to contribute to their local community, and to help it thrive.

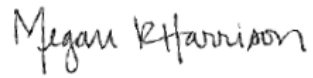
The project's focus on developing a range of essential academic and technical skills along with personal behaviors that contribute to a teamwork approach in problem solving will definitely support a spectrum of current and future industry/business. Students can successfully progress through high school and enter the workforce immediately after graduation or continue with postsecondary education. This strategy enhances resilience for the individual, the workforce, and the community.

Developing the academy concept through the Magnet Innovation School is a great catalyst to help expand students' interests and concentrate their skills and abilities in the areas of engineering and robotics. The innovative approach of making the facility /education available to area business for their training needs really extends the usefulness and value of this model. The project's expansion of the current manufacturing academy at Freeport High School will help support growth in this industry sector.

Expanding postsecondary /technical college programs to address the growing demand for medical assistants and integrating training aspects of other occupations at the technician level in this industry sector should certainly lead to better healthcare outcomes for patients while also spotlighting the region's commitment to current and emerging trends in providing high quality of life for area residents. In addition, the expansion of the business and IT offerings at the technical college boosts confidence in success of this interconnected project in truly addressing the longer term economic development needs of the area while making it feasible for students to earn a good living without leaving home.

We support this project wholeheartedly and look forward to working with you and your staff as the project goes forward to full implementation. Please let us know how we can continue to support your efforts at building a strong community by making the highest level of education available to all students in the area.

Sincerely,

A handwritten signature in black ink that reads "Megan R. Harrison". The signature is written in a cursive style with a large, prominent "M" and "H".

Megan R. Harrison
President and CEO
Walton Area Chamber of Commerce



Juliet Milam, Chairperson

Michele Burns, Executive Director

February 11, 2020

Mr. A. Russell Hughes, Superintendent, Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

Dear Superintendent Hughes:

CareerSource Okaloosa Walton is pleased to provide this letter of support for your Triumph Gulf Coast Grant Application. Your proposed project supports the Walton County Career Pathways Initiative and aligns both secondary and postsecondary educational programs with the regional economy. In addition, the project will benefit efforts to grow our area's economy by attracting those businesses that contribute to sustainable, desirable growth. Incorporating industry certifications by students throughout their education all the way through high school and technical college demonstrates the school district's commitment to preparing students for successful careers, to contribute to their local community and to help it thrive.

The project's focus on developing a range of essential academic and technical skills along with personal behaviors that contribute to a teamwork approach in problem solving will definitely support a spectrum of current and future industry as students progress through high school and possibly enter the workforce immediately after graduation. In keeping with the career pathways approach, these students should also be well prepared for further education.

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We support this project wholeheartedly and look forward to working with you and your staff as the project goes forward to full implementation. Please let us know how we can further support your efforts at making the highest quality of career education available to all students in the area.

Sincerely,

A handwritten signature in black ink that reads "Michele Burns".

Michele Burns
Executive Director





RECEIVED
OCT 31 2019

76 North Sixth Street
DeFuniak Springs, FL 32433
Phone (850) 892-4859

Success from any point of view

Superintendent's Office

Mr. A. Russell Hughes, Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, Florida 32435

October 29, 2019

Dear Superintendent Hughes:

The Walton County Economic Development Alliance is pleased to provide this letter of support for your Triumph Gulf Coast Grant Application. Full implementation of your proposed project will benefit efforts to grow our area's economy by attracting those businesses that contribute to sustainable, desirable growth. Ready access to an engaged, competent workforce is essential for economic development in attracting new industry as well as in supporting those businesses already in the area. Incorporating industry certifications by students throughout their education all the way through high school and technical college demonstrates the school district's commitment to preparing students to live successfully, to contribute to their local community, and to help it thrive.

The project's focus on developing a range of essential academic and technical skills along with personal behaviors that contribute to a teamwork approach in problem solving will definitely support a spectrum of current and future industry as students' progress through high school and possibly enter the workforce immediately after graduation. Of course, these students should also be well prepared for further education.

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We support this project wholeheartedly and look forward to working with you and your staff as the project goes forward to full implementation. Please let us know how we can further support your efforts at making the highest level of education available to all students in the area.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Lyle".