

TRIUMPH GULF COAST, INC. PRE-APPLICATION FORM

Triumph Gulf Coast, Inc. (“Triumph Gulf Coast”) has created a pre-application process to provide initial consideration of eligibility for potential ideas of projects or programs that may seek an award of funding. Applicants are required to participate in the pre-application process. Notwithstanding the response from Triumph Gulf Coast on the pre-application form, an Applicant may still elect to submit an Application.

APPLICANT INFORMATION

Name of Individual/Entity/Organization: Florida State University Panama City

Proposal Title: FSU Panama City Collegiate Lab School

Amount of Triumph Funds Requested: \$5,500,000 - \$7,000,000

Total Estimated Project Cost: \$11,000,000 - \$14,000,000

Brief Description of Individual/Entity/Organization:

Florida State University Panama City (FSU PC) is a campus of Florida State University located in Bay County, Florida. FSU Panama City offers life-changing educational and social opportunities that prepare students, faculty, and community members to achieve their goals, develop a richer culture of diversity, and foster a spirit of lifelong learning. Partnering with area military installations, industry leaders and other Florida State University departments and colleges, FSU Panama City tailors the educational experience to make higher education more accessible to the residents of Northwest Florida. Florida State University is one of the nation’s elite research universities and FSU Panama City amplifies the university’s efforts to preserve, expand and disseminate knowledge in the sciences, technology, arts, humanities, and professions. The Bayside campus is home to a community of innovative thinkers who create programs that support and anticipate the sophisticated needs of business and industry in North Florida, preparing workforce-ready students to meet the region’s economic demand.

Home to FSU’s College of Applied Studies, the FSU Panama City Campus is a full-service campus offering programs within many Colleges of the University – a true microcosm of FSU located in Bay County. Specifically, FSU PC students can pursue programs of study in Business, Engineering, Computer Science, Public Safety, Education, Professional Communications, and Psychology, among others.

Contact Information

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Names of co-applicants, partners or other entities, organizations that will have a role in the proposed project or program:

Partners/Organizations with a potential role in the Program		Proposed Role
Multiple Colleges within FSU	College of Education, College of Applied Studies, College of Arts and Sciences, College of Communication	As required by Florida Statute 1002.32, the planned lab school will be affiliated with FSU’s College of Education where research will be

	and Information, and FAMU-FSU College of Engineering	conducted on educational practices. Dual enrollment coursework will be offered at FSU PC from multiple colleges within the university. Furthermore, the school's senior capstone experience will include faculty mentors who represent multiple colleges at FSU.
Military Installations	Tyndall Airforce Base, United State Naval Support Activity Panama City (NSA PC), and Eglin Air Force Base	The Lab School will give admission preference to military dependents (expected to be up to 50% of seats).
School Districts	School districts within the eight disproportionately affected counties: Escambia, Santa Rosa, Okaloosa, Walton, Bay, Gulf, Franklin, and Wakulla	As a research-based school, the Lab School will exercise and extend best practices to school districts across the region to include educational opportunities for students and professional development opportunities for teachers.
State Colleges	State Colleges in the region	The Lab School curriculum will include dual enrollment coursework which may be completed at FSU PC or other state colleges in the region, if needed.

REQUIRED EXECUTIVE SUMMARY

In a maximum of two (2) pages, please describe the proposed project or program and anticipated outcomes including (i) the amount of funds being sought from Triumph Gulf Coast; (ii) the amount and identity of other sources of funds for the proposed project or program; (iii) the location of the project or program; (iv) summary description of the proposed program, including how the program will be transformational and promote economic recovery, diversification, and enhancement of the disproportionately affected counties, and (v) a summary timeline for the proposed project or program.

- (i) **Amount of Funds:** Florida State University Panama City respectfully requests a catalyst investment of \$5.5 - \$7 Million from Triumph Gulf Coast Inc.
- (ii) **Other Sources of Funding:** The requested \$5.5 - \$7 Million will be matched through state FTE funding for schools. Other state, federal, and private grants; private donations; and FSU funding may also be utilized as match.
- (iii) **Location:** The project will initially be located on the FSU Panama City Campus.
- (iv) **Summary of the program:** See below.
- (v) **Timeline:** Funding is requested over 6 years to start up the school and attain sustainability. Upon contract execution and charter approval, renovation and equipment acquisition will begin along with the hiring of key personnel for planning. It is anticipated that the school will open in Fall 2023 with additional students and faculty added each year.

FSU Panama City Lab School

Florida State University Panama City (FSU PC) requests funding to create a new Collegiate Laboratory High School on its campus as allowed by an amendment to Florida Statute 1002.32 in the 2020 legislative session. The proposed school would serve grades 9-12, with an estimated enrollment of 100 students per grade (with an option to expand), and it would open as early as Fall 2023, pending all approvals and funding. Funding is

sought to renovate existing classroom spaces on campus, purchase furnishings and equipment necessary for academic instruction, and hire school personnel. This collegiate laboratory high school would be the 8th lab school in the state, the first of its kind for Bay County, and would extend the benefits of having a local, top 20 university to families of high school-aged children. In addition to enhancing educational opportunities in the Northwest Florida area, this new Collegiate Laboratory High School would provide the opportunity to:

1. immerse students in a collegiate culture with supported services and defined curriculum pathways enabling students to earn dual enrollment credits toward a degree,
2. engage students in experiential learning with experts in the field and expose students to high-wage/high-demand fields through coursework and applied research projects,
3. develop autonomous learners who take ownership of their future educational/career plans,
4. train students to enter their preferred workforces or continue to college with highly sought after analytic, soft, and technical skills,
5. engage students in advanced coursework in the fields of engineering, computer science, cybersecurity, and health sciences, among others, that would allow them to earn industry certifications aligned with local workforce demand,
6. build capacity for educators to immerse students in learning opportunities that will lead to successful employment and higher education opportunities,
7. serve the area's growing military dependent population with innovative curriculum choices,
8. provide professional development and training opportunities for other K-12 teachers to become certified to teach career courses within their own schools, and
9. extend current knowledge about successful collegiate school strategies and their impacts on communities, student learning, and future success by engaging with education researchers.

What is the Planned Curriculum Model?

The proposed school aims to immerse secondary students in a collegiate environment where career paths are explored early, accelerated credits are earned, support services are readily available, parents are engaged, and students are prepared for a seamless entry into post-secondary study and the workforce. Initial plans are to have students in grades 9 and 10 complete a traditional high school curriculum with career-themed courses leading to industry certifications as electives. Special attention will be given to developing career-academies within the school with sequenced courses in the areas of engineering, computer science, cybersecurity, and health sciences among others. Students will be exposed to career opportunities in high-wage, high-skill, and high-demand areas early in their high school curriculum and will have the local opportunity to continue their post-secondary studies at FSU PC, or elsewhere, upon high school graduation.

Students in grades 11 and 12 will dual enroll, if eligible, alongside other first-time-in-college students on FSU PC's campus, or potentially at state colleges, to earn high school and college credits simultaneously. Dual enrollment serves as a vehicle for high school students in Florida to engage in challenging courses that can accelerate college completion, save a student and his or her family thousands of dollars in tuition and fees, and expedite entry into the workforce. Students will have the opportunity to complete the equivalent of the first two years of study while enrolled in the Collegiate Laboratory High School thus preparing them to begin post-secondary studies as a junior. While dual enrollment opportunities are currently available to students, scheduling, transportation, and lack of structure often prevents students from maximizing the opportunity. It will be a goal for all students to be ready to dual enroll by grade 11; however, for those who are not, a parallel curriculum, with opportunities for additional industry certification attainment, will be offered on the FSU PC campus, likely with some support from Florida Virtual School or county school districts.

Juniors and Seniors, regardless of whether in dual enrollment or traditional classes, will continue to study advanced topics in engineering, computer science, cybersecurity, and health sciences among others, and will work with FSU PC Faculty to complete a capstone project in their senior year. The capstone project will serve as a culminating project demonstrating acquired research skills in addition to workforce entry skills (e.g.,

communication skills, digital prowess, etc.). Students at all grade levels will participate in integrated academic seminars constructed to encourage them to reflect, integrate, synthesize, and apply academic principles to career development and life-long learning. The school will embed experiences to further develop responsible autonomous learners such as student-led conferences-meetings with parents led by the student.

How Would this Collegiate Laboratory High School Benefit our Region?

The Collegiate Laboratory High School will expand the district's capacity to serve students, especially our region's growing military dependent population. Concurrent to the development of this proposed Collegiate Laboratory High School, the US Air Force is undergoing a multi-billion dollar, rebuilding of Tyndall Air Force Base to become a "Base of the Future." As part of this massive undertaking, Tyndall AFB will be increasing its military personnel and bringing in new squadrons – far above their original capacity pre-Hurricane Michael. More specifically, the US Air Force has reported that F-35A squadrons will be moved to Tyndall, and potentially the MQ-9 as well, which will bring a combined 4,100 military personnel to Bay County. When we analyze capacity data further, we see that the Air Force predicts that about 512 school-aged students each year from 2022 to 2025 will be added to the area. This will place the school district's total enrollment at pre-hurricane levels by 2023, and the Air Force is expecting these increased military dependents to produce "short term crowding" in the local schools (United States Air Force, 2020. p. 4-186). Given these data, we feel the Collegiate High School is well-positioned to increase district school capacity, assist with school crowding, and provide an innovative school choice for these military families.

To assess their bases and viability, the US Department of the Air Force conducts assessments regularly to determine the quality of public education offerings (pre-k to 12th grade) at all their Air Force installations/bases. In 2019 and 2021, the US Air Force reported that the current, public education offerings for Tyndall AFB (with personnel living in Bay and Gulf Counties) were ranked at or below the 33rd percentile based on the quality measures they used – meaning 67% or more of the 157 Department of the Air Force Installations had, based upon this analysis, higher quality, local public education offerings (Department of the Air Force, 2019, 2021). While there are numerous methodologies for rating public schools, there is a need to focus on and improve these quality measures given the importance of the military to our local economy. We believe the proposed collegiate laboratory high school can join the local school districts to provide a lab school where innovative educational methods can be exercised and expanded. FSU PC is committed to sharing best practices and extending opportunities to benefit as many students as possible throughout the district. Through summer camps, afternoon classes, afterschool programs, and potentially real-time technology, it is a short-term goal to directly provide the opportunity for non-collegiate high school students to also participate in career courses leading to industry certification attainment that will be provided at FSU PC. A long-term goal is to provide professional development and training opportunities for other K-12 teachers to become certified to teach career courses within their own school to expand the reach of the proposed school.

The Department of the Air Force. (2019, 2021). Support of Military Families – Professional Licensure Portability Impacts on Military Families. Retrieved from https://www.af.mil/Portals/1/documents/2020SAF/August/Background_Information.pdf and [External_CASH_single_map_file_v4.2.pdf \(af.mil\)](https://www.af.mil/Portals/1/documents/2020SAF/August/Background_Information.pdf)

United States Air Force, Air Force Civil Engineer Center, Air Combat Command. (2020). Final Environmental Impact Statement for F-35A Wing Beddown at Tyndall AFB and MQ-9 Wing Beddown at Tyndall AFB or Vandenberg AFB. Volume 1. p. 4-187. Retrieved from <https://www.f-35wingandmq-9wingeis.com/documentation.aspx>

IMPORTANT NOTICE

This pre-application process will **not** result in an award of funding by Triumph Gulf Coast. Rather, this process is designed to facilitate submission of ideas for potential projects or programs before the Applicant expends time and/or resources to complete a full Application. All Applicants for funding are required to complete an Application, which will be reviewed and then considered for award at the discretion of Triumph Gulf Coast Board.

Please Select the Proposal’s Eligibility Category(s)

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.

Please Select the Priorities this Proposal's Outcomes will Achieve

1. Please check the box if the proposed project or program will meet any of the following priorities (check all that apply):
 - 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.
 - 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, infrastructure, land, or other assistance for 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 convention and visitor bureaus, tourist development councils, or chambers of commerce located within the disproportionately affected counties.