Applicant Information

Name of Entity/Organization: <u>Bay District Schools</u>

Background of Applicant Individual/Entity/Organization:

Bay District Schools is an above-average, public school district located in Panama City, FL. It has 20, 424 students in grades PK, K-12. According to state test scores in 2018-2019, 58% of elementary students are at least proficient in math and 58% in English/Language Arts. The 2019-20 graduation rate was 88.5%. As the mission statement reads "Bay District Schools will deliver high-quality education in a collaborative, safe, and respectful environment. Our commitment is to inspire students in the development of character with the acquisition and use of knowledge and skills as we prepare them for life and work in a diverse, global economy." This grant was written to specifically align with Bay District School's Goal 2: Integrate Technology into Every Learning Environment and Strategy 2.1: Provide all stakeholders with equitable access to data, digital curriculum content, and assessments aligned with current web standards. By expanding our computer science initiative to the elementary level, Bay District Schools is preparing students now for high-skill, high-wage, high-demand fields in the workforce by piloting this project as a model.

Tyndall Academy, located on Tyndall Air Force Base, has a strong foundation of patriotism, innovative programs, and a wide base of parental support. In January of 2003, Tyndall Elementary was recognized as one of the twenty top-performing schools in the state by the Florida School Report's Best Practices study. In April of 2012, they were recognized for being in the top 10% of all elementary schools in the state of Florida in the 2011 ranking of Florida schools by the Florida Department of Education. Tyndall Elementary has earned an "A" grade 18 out of 20 years on the School Accountability Report. Additionally, Tyndall has held the honor of being a Gold Level Model School for the past 3 years. In the 2020/2021 school year, Tyndall Elementary began transitioning into Tyndall Academy, a kindergarten through eighth-grade school configuration model.

The ***Thunderbird Tech Program*** is a project designed to continue the tradition of providing a rigorous, standards-based curriculum to its students. Third through fifth-grade elementary students will learn computer science skills in a fun, hands-on, and exploratory manner. The principles of engineering, unmanned systems (drones -safety and their operation), the construction of 3-D designs and printing, digital literacy, and the study of competitive robotics and coding/Computer Science will be the foundational tenets of the ***Thunderbird Tech Program***. Teams will meet during the summer months and after school using resources such as the Robotics Education and Competition Foundation Team Guidelines (REC), MakerBot Thingiverse, Codester Coding/Computer Science Platforms, code.org, and the DJI Maverick Mini's to prepare students for Competitive Robotics. Instruction in digital literacy will prime students for earning the Information and Communication Technology (ICT) CyberSecurity Essentials Digital Tools certificate in 5th grade. We believe that The ***Thunderbird Tech Program's*** focus on digital literacy will also advance students towards a seamless transition into the middle school digital information and engineering program, at no cost to parents.

Various guest speakers in the computer science industry, Tyndall Air Force Base(MQ-9 Reaper Drone Program), Navy Support Activity Panama City, Gulf Coast State College, Florida State University-

Panama City campus, and/or high school mentors will be sought as collaborative partners and resources needed to work with our students in the upper elementary grade levels. The program will begin as an after-school 'Vex Robotics Club' for 1 hour with certified teachers in the 2023-2024 school year. The summer camp will follow as a structured six-week program, Monday through Thursday, June through July of 2023. Three weeks will be devoted to engineering and 3-D printing, robotics, and coding/Computer Science (cybersecurity), drones safety and operation, and engineering in Session A. Teachers will allot respectively one hour during the summer for each module.

Following, a new group of elementary students will be identified and enrolled in Session B to participate in a repeat session of the same modules. The digital literacy program will continue for the next five years providing year-round instruction in Science, Technology, Engineering, and Math (STEM). Adaptations will be made as needed according to the data collected.

Federal Employer Identification Number: 85-8012621726C-2

Contact Information:
Primary Contact Information: Kara Mulkusky

Title: Principal

Mailing Address: 7800 Tyndall Pkwy. Tyndall AFB, FL 32403

Phone: 850-767-1714

Email: mulkukm@bay.k12.fl.us

Website: http://www.bay.k12.fl.us/tyndall

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

- Beth Patterson: Supervisor of Career and Technical Education- Email: patteeb@bay.k12.fl.us
  Mrs. Patterson oversees the full implementation of all PreK-12 Career and Technical Educational Programs in Bay District Schools. She will act as a resource on Career and Technical Education.

- Chandra Tyson: Coordinator of Career and Technical Education-Email: tysoncl@bay.k12.fl.us
  Ms. Tyson will serve as the liaison between the school and the district in the implementation of the Thunderbird Tech Program. She will assist in identifying appropriate resources to maximize the effectiveness of the grant.

- Keri Weatherly: Director of Elementary Instructional Services - Email: weathka@bay.k12.fl.us
  Mrs. Weatherly will ensure the fidelity of the digital literacy program and will monitor its effectiveness. She will provide support to improve the program's effectiveness and also

recommend whether the program will be replicated for expansion to additional elementary schools.

Total amount of funding requested from Triumph Gulf Coast   **$147,900.00**

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 results of the request/application for funding, and
 • projected or realized results and/or outcomes from prior funding.

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

Bay District Schools is a public, tax-supported institution that annually demonstrates 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.

Attached you will find Bay District Schools Financial and Federal Single Audit Report for the fiscal year ending on June 30, 2021.

Has the applicant or any co-applicants, partners or any associated or affiliated entities or individuals filed for bankruptcy in the last ten (10) years?

❑ Yes
✓ No

If yes, please identify the entity or individual that filed for bankruptcy and the date of filing.
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 post-secondary 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.**

Title: ***The Thunderbird Tech Program***
Location: Tyndall Academy, 7800 Tyndall Parkway, Panama City, FL 32403
Affected County: Bay
Proposed Timeline: June 2023-July 2027
Program Description: ***Thunderbird Tech Program***

Third through fifth-grade students at Tyndall Academy will have the opportunity to engage in an inaugural hands-on, minds-on STEM program to learn digital literacy skills after school and during the summer months of June and July.

The *Thunderbird Tech Program* will begin after school as a 'Vex Robotic Club' for one (1) hour a week with certified teachers in the 2023-2024 school year. The ratio will be approx. 1:10; 1 teacher to 10 students. We will hire two teachers to oversee the afterschool program. The enrollment is expected to increase throughout the term of the grant. The teacher will be trained on the VEX GO and VEX IQ SYSTEMS to build their capacity. VEX GO kits will be used in Year 1 to teach the fundamentals of STEM in a fun, engaging manner as it is recommended for students in grades 3-5. Friendly classroom competitions will be held using VEX GO. New students entering the 'Vex Robotic Club' Year 2 will start with the VEX GO before advancing to the programmable VEX IQ kit used in regional, state, and national competitions in grades for Elementary School. The Robotics Education and Competitive (REC) Foundation Team Guide will provide guidance in helping teams in years 3-5 prepare for the Vex IQ robotic competition utilizing the four pillars of STEM education; but also, encouraging important skills such as communication, teamwork, innovation, and project-based organizational skills. Within the second semester, VEX Robotic team members; will also be introduced to the principles of cybersecurity as a precursor to the summer program. Students in the summer program will also learn coding/Computer Science and engineering skills that will ease their transition into middle school and later into the workplace.

Beginning in the summer of 2023, the *Thunderbird Tech Program* will, for six weeks, focus on four (4) thematic units: 1. Engineering/ 3-D printing, 2. Robotics and Coding/Computer Science, 3. Digital Literacy/CyberSecurity, and 4. Drones/Unmanned Aerial Vehicles. Two, three-week sessions will be led by 2 certified teachers four (4) hours a day to equal forty-eight (48) hours of instruction. The following curriculum resources will be available:

1. Thingiverse, Tinkercade, and other similar resources will be the software used to build 3-D objects. Thingiverse Education provides STEM lessons to elevate learning in classrooms; 2. The VexCodeVR, Codesters, code.org, Ozaria and Khan Academy curricula will allow students to use Python, a text-based programming language to code and create custom projects. Python is used every day at companies like Facebook, Pinterest, and YouTube. According to the Association for Computing Machinery, 80% of universities with top-ranked Computer Science Departments use Python as the language of choice for introductory computer science courses. VEX GO/IQ kits will be the prescribed program for building functional robots. 3. The CyberSecurity (ICT) curriculum will focus on the electronic precautions one must take to guarantee safety from outside forces while computing in areas such as internet and social media safety, cyber-ethics, copyright issues, identity protection, cyberbullying, etc. Multiple digital platforms will be introduced depending upon the skill level and interest of the learner to build a solid technical foundation and earn additional digital tool certificates. 4. The DJI Mavic Mini 2 is a drone for beginners learning to fly. The DJI Mavic Mini 2 is a strong and lightweight drone with a camera that is easy to control indoors and enjoyable for young pilots. As students advance in their maneuverability skills, they will be introduced to new drones such as the Q-9 drone with multi-color LED lights and will be able to take these drones home once they become masterfully skilled.

The instructional delivery will be in person, whole-group with many opportunities for small and individual instruction allowing for the right amount of scaffolding, support, and rigor towards STEM-

based literacy. Students paired cooperatively will rotate between engineering/3-D printing; robotics/coding and Computer Science (CyberSecurity), and drone instruction each hour during the summer months. Mentors and other guest speakers will provide human capital to enhance the concepts taught, teach alongside the teacher, and introduce their career field to the captive audience.

Students will be chosen from different backgrounds and varying skill levels to take advantage of this introductory computer science program. Each session will build confidence and higher-order thinking skills in elementary students as they continue to master computer science skills needed for high-demand career fields in a fun and engaging manner. The project-based environment will stimulate and increase their technical understanding of how to communicate with computers. It is our desire that students will not only be consumers of technology; but also, problem solvers and creators of technology.
In order for our students to succeed in school and life, we will responsibly provide them with a cutting-edge, industry-recognized lab and equip them realistically for the workplace. This, coupled with effective pedagogy and lesson design, will allow our students to have a supplemental educational resource to fill the gaps in student knowledge.

Analytical thinking, collaborative team-building skills, higher-order thinking skills and Career and Digital Tools certificate attainment will be targeted outcomes at the conclusion of the grant. Another important targeted outcome will be the movement of students from this summer program to the middle school CTE program to further their CTE knowledge, skills and employability. Students on the robotic competition teams will complete engineering notebooks to document everything the competitive team does to serve as a historical guide of lessons learned and best practices. The student-teacher ratio will be approximately 1:10. In expectancy, students by year 4, will compete in the Vex Competitive Robotic event sponsored by the REC Foundation. This competition will prepare students to become the next generation of innovators and problem-solvers and bring about revitalization to an area that was devastated after Hurricane Michael. Ceremonies will be held to showcase the students' learning and competitive skills to parents and other stakeholders. They will highlight how these concepts apply to our daily lives.

 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.**

According to the 2017 Northwest Florida Forward Strategic Report, cyber security is poised to yield high-wage growth due to its unique assets and new supporting programs in the region and as a result, has been recommended as one of the targeted industry clusters (though untraditional) to transform the region through business recruitment, retention, expansion, and entrepreneurial support.

It was further recommended under "Goal 1: Talent, 1.1. To create a regional workforce training and development initiative designed to meet the needs of large employers relocating or expanding in Northwest Florida. (High Priority, Short Term) that our region should expand its partnerships as described in 1.1.1.

1.1.1. The partnership should be expanded to include technical centers, *school districts*, and regional workforce boards. Work with educational institutions and workforce boards to create an employer-driven workforce training initiative. Key components of the initiative should include:

• Regional centers that ***provide classroom and lab facilities*** and pre-employment selection and training services for regional businesses. Possible locations for these centers are properties adjacent to or on the region's three commercial airports and/or in strategic locations throughout the region based on target industry concentration. These centers could also serve as regional economic development hubs that provide site selection and program information on the region's workforce, transportation infrastructure, certified industrial sites, educational institutions, and entrepreneurship assets."

In addition, within those classrooms and lab facilities, the Northwest Florida Forward report recommended that educational systems enhance soft skills training. Soft skills include such capabilities and traits as interviewing, communication, reliability, integrity, teamwork, time management, problem-solving, and networking. The ***Thunderbird Tech Program*** will incorporate these soft skills as career readiness skills to prepare students for success in school and in employment. Particularly, as teams prepare for the Vex Robotics Competitions, create 3-D objects, and fly their drones in small groups. Seventy-seven percent of employers view soft skills to be just as important as hard skills when evaluating candidates for a job according to CareerBuilder.com.

We know that cyber security will continue to be an important certification to obtain in the next ten years. Technology Training, as a whole, is an integral part of our society that emerges across so many different fields such as business, social media, education, and more. The newly formed Cyber Citizenship Working Group composed of educators, policymakers, and subject matter experts is an example of the current focus on the safe use and understanding of technology.

In the next ten years:

- In Year 1, we expect 40 of the students in grades 3-5 to participate in the program. Currently, there are 244 upper-elementary students enrolled. We will introduce students to VexGO Robots in the afterschool program.
- In Year 2, we expect to increase the number of students participating in the program and introduce students in grades 4 and 5. Students that have mastered the use of the VexGO Robots will program/code the VexIQ Robots next.
- In Year 3: 70% of the 5th-grade students who have participated in 3 years of the program will have earned their ICT Cyber Security Essentials digital tools certificate. Students will be able to retake exams three times within a school year. Students will continue to hone their skills using the VexIQ Robots and prepare for competitions.
- In Year 4, we expect to have our first Vex Robotic Team to enter a district or regional competition and 50% of the rising 5th-grade students to earn at least one or an additional digital tools certificate, if applicable.
- We expect tremendous growth as new squadrons are welcomed back to the base(September 2023) and their children to take part in the Tyndall Tech program and earn Career and Professional Education (CAPE) digital tools certificates, engineering skills, 3D printing, drone flying, and computer coding/Computer Science (CyberSecurity) proficiency.

- We expect our elementary student participants to be proficient and prepared to enter middle school ready to continue their technology education as a 'first choice' option in their course selection.
- The third through fifth grader cohorts are positioned to graduate from high school, be equipped with the attainment of CAPE digital tool certificates and foundational knowledge in 3D printing, robotics, coding/Computer Science (CyberSecurity), and engineering to participate in a career pathway in middle/high school, earn industry certifications, and be college or career-ready.
- Each year speakers will be invited in to talk about technology careers and to act as mentors/resources.

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

Tyndall Academy parents/guardians were surveyed in the 2020-2021 school year to gather their input on the type of after-school or summer technology program they would be interested in for their children. The results were as follows of the thirty(30) respondents:
- 100% were in favor of a 3-week summer program involving technology
- 100% of the respondents were interested in a 1-day week afterschool program
- Specific technology requested: Robotics (66%), Drones (60%), Engineering (60%), 3D Design and Printing (60%). See the graph below.
- Current grade level of children of respondents: Fifth/Sixth Grade (51.9%), Third/Fourth Grade (22.2%), First/Second Grade (18.5%), PreK-K (7.4%) See the graph below.
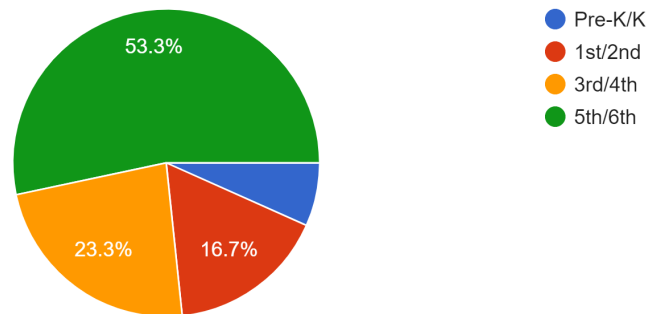
What specific technology would you like to see offered at a camp or after school program? (Please check up to your top 3)

30 responses
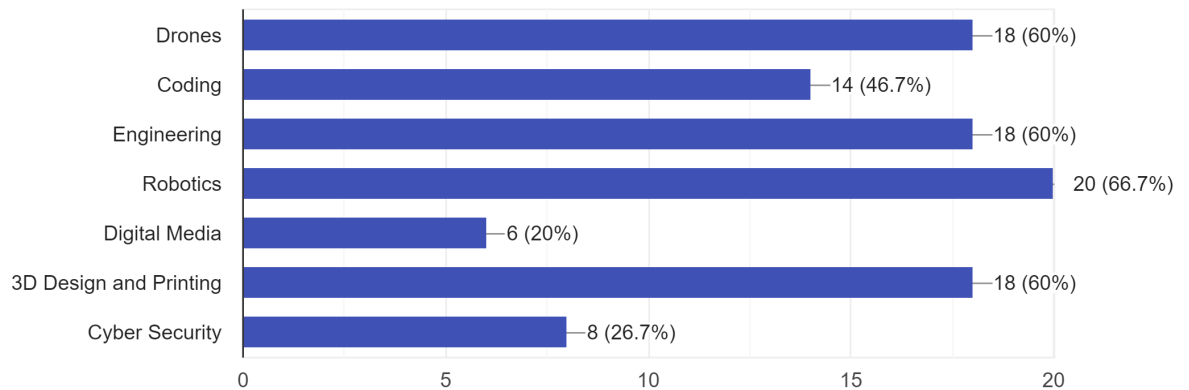
What grade level is your child currently in?
30 responses

- Pre-K/K
- 1st/2nd
- 3rd/4th
- 5th/6th

53.3%

23.3%   16.7%

We are projecting an increase in our school enrollment as Tyndall Air Force Base(TAFB) has broken ground on its $5 billion dollar rebuild of its cutting-edge child development center which will be completed in September of 2022. This is four years after the base sustained a direct hit from Hurricane Michael. Construction is also underway to rebuild the remainder of the base and shape it into the Air Force's first 21st Century "Installation of the Future" In September of 2023, the base welcomes its first three squadrons of the new F-35 Lightning II jets.

By strategically stationing the ***Thunderbird Tech Program*** on the property of Tyndall Air Force Base at Tyndall Academy, we believe the human and resource capital will be maximized and students' lives will be transformed as we all rebuild together, stronger. As Tyndall Air Force Base continues to rebuild its infrastructure, we are in a viable position to pair digital literacy and employability skills as extended learning opportunities in a fun and engaging manner.

One of the Tyndall Academy's parents currently serves as Tyndall AFB's School Liaison. She has been debriefed on this initiative and has pledged her full support. She is able to mobilize squadrons or individual airmen in a relatively short period of time to assist the school, as needed. Likewise, the Naval Support Activity (NSA) School Liaison will serve in a partnership role.

5. **Describe how the impacts to the disproportionately affected counties will be measured long-term.**
As we engage the upper elementary school students, we will increase their chances for success in school and in life. These students will have an opportunity to advance to middle school with a CAPE digital tool certification(s) and continue to enhance their Industry Certification Technology (ICT) portfolio. We also have the opportunity to expand the program to students and staff with little knowledge in computer science, technology, and/or earning industry certifications.

By training teachers and staff, we will build a pipeline of interest in technologies and provide career and technical education to students as we maximize their potential.

In addition, the number of students that obtain a CAPE digital tool "Tyndall T" certificate will be a performance measure. (70% of the 5th-grade students who have participated for 3 years in the program)

The Tyndall Tech program model and statistics will be used to support the addition of like programs where appropriate.

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.)

Securing specific industry partnerships will contribute to the substantial growth of the program. Bay District has partnerships and/or articulation or memorandum of agreements with the CareerSource Gulf Coast, Gulf Coast State College, Florida State University-Panama City campus, Alignment Bay, Bay County Chamber of Commerce, industry leaders, Tyndall Air Force Base, the Naval Support Activity Center Panama City, law enforcement, etc. We believe by collaborating with our community partners we can sustain our career and technical education program at the elementary level.

Additionally, securing funding sources through federal and/or state grants and/or by advocating for increased legislative funding will be options sought to sustain the program.

By beginning at the elementary level, we are creating opportunities for students to be successful, increase their chance of graduating from high school, and obtain gainful employment in a high-wage, high-demand industry.

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

1. 70% of 5th-grade students (who have been in the program 3 years) attaining their CyberSecurity (ICT) certificates as reported by Certification Partners.
2. The results of the Vex Robotics Competition from the fourth year forward.
3. The number of participants annually.
4. 70% of rising sixth-grade students that enter into a Career and Technical Education Pathway who have participated in the elementary program for 3 years (3rd through 5th grades).

<u>Priorities</u>

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 countries 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.

2. **Please explain how the proposed project meets the priorities identified above.**

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

● The proposed project will leverage collaborative relationships with community partners, business industry experts, educational institutions: Haney Technical College, Gulf Coast State College, Florida State University-Panama City; military installations: Tyndall Air Force Base, the Naval Support Activity Center Panama City, and additional key stakeholders to ensure high-quality outcomes.
● As a cost-saving measure to the parent/guardian, elementary students will earn digital tool certificates prior to entering middle school at no cost.

Priority: *Provide Outcome Measures*

● The goal is to have at least 70% of the 5th-grade students who have participated in the program for three years earn one CAPE digital tool certificate by the end of the grant period.
● Participation in the ***Thunderbird Tech Program*** will engage students in learning about technology and technology career opportunities as evidenced by the 70% of rising 6th-grade students who enroll at Tyndall Academy Middle School in CTE programs.
● Data collected from the number of participating students.

- The results and feedback from Vex Robotic Competitions.

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

This project has been developed with the discretionary priorities of the Board in mind.

- It is transformative in that elementary students will have an opportunity to explore Technology and Computer Science careers sooner rather than delay until their middle and high school years. Students will be prepared for the skillful use of technology and the attainment of digital tools certificates.
- The *Thunderbird Tech Program* will consummate quickly and has the support of both the Career and Technical Education and Elementary Education departments. We expect staff from Tyndall to serve as the overseers and implementers of this project. Training will be initiated upon commencement of the grant. By expanding our Technology and Computer Science initiative to the elementary level, Bay District Schools is preparing students now for high-skill, high-wage, high-demand fields in the workforce by piloting this project as a model.
- The project aligns with Goal 1: Talent and Strategy 1.1.1. of the Northwest Florida Forward Strategic Report.
    - Goal 1: Talent, 1.1. To create a regional workforce training and development initiative designed to meet the needs of large employers relocating or expanding in Northwest Florida. (High Priority, Short Term) that our region should expand its partnerships as described in 1.1.1.
    - 1.1.1. The partnership should be expanded to include technical centers, *school districts*, and regional workforce boards. Work with educational institutions and workforce boards to create an employer-driven workforce training initiative. Key components of the initiative should include:

4. **In which of the eight disproportionately affected county/counties is the proposed project or program located?**

Bay

5. **Was the 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 the county?**
- ❏ Yes
- ✓ No

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

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 Bay County School Board must approve all legal agreements of this magnitude.

2. **If approval of the 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.

       Regular meetings of the School Board are held at least once during each calendar month. The times of such meetings are established at the organizational meetings in November each year. The Superintendent will provide at least seven (7) days public notice of any regular meeting of the School Board.

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

       Yes, special meetings may be called at any time by the Superintendent, either upon his own initiative or upon the request of the Chairman or a majority of the membership of the Board.

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.**

Milestones	Timeline	Notes
Organizational Planning of Thunderbird Tech Program	Spring of 2023 (per approval of funding)	Teacher and paras identified; initial Vex Robotics/Coding professional development training provided; marketing campaign initiated; recruitment of students; equipment ordered, lesson plans completed; parent information meeting planned
Launch Thunderbird Tech Program-Afterschool: The Vex Robotics Club	April - May 2023	Minimum of 10 students identified in grades three(3) through five(5) Year 1/Qtr. 4 One (1) day a week for 7 weeks
Student Recognition &	May 2023	Celebrate student robotic

Celebration Program for Parents/Guardians		achievements/demonstration of learning/reflection
Advertise for Summer Staff	May 2023	Teacher and paras identified; initial professional development training provided(CyberSecurity, DJI Maverick Drones, Vex Robotics/Coding, & 3-D printing); marketing campaign initiated; recruitment of students; material/supplies ordered, lesson plans completed; parent information meeting planned
Launch Thunderbird Tech Summer Program	June 5 -July 27, 2023	Four(4) days a week, 8a.m.-12p.m. Session A: June 5-23, 2023 Session B: July 10-28, 2023 Staff: Five (5) hours a day
Ongoing Professional Development	June 19-June 29, 2022	Customized training, as needed
Student Recognition & Celebration Program for Parents/Guardians	July 2023	Celebrate students' knowledge and skills in engineering/3D Printing, Drone flying, Vex Robotics/Coding and CyberSecurity skills.
Recruit and retain students for Thunderbird Tech Program	July-August 2023	Marketing Campaign for the 2022-2023 school year
The Vex Robotics Club Continues	September 2023-May 2024	Students identified in grades three(3) through five(5) will meet weekly after school for one hour.
Organizational Planning of Summer Program Year 2: 2022-2023 and Review of The Vex Robotics Club Afterschool	May 2024	Parent Informational Meeting; recruitment of incoming 6th/7th-grade students for computer science program; advertise for teacher/ coach positions
Student Recognition &	May 2024	Celebrate student robotic

Celebration Program for Parents/Guardians		achievements/demonstration of learning/reflection
Launch Thunderbird Tech Summer Program	June- July 2024	Four(4) days a week, 8a.m.-12p.m. Session A: June 3-21, 2024 Session B: July 8-26, 2024
Student Recognition & Celebration Program for Parents/Guardians	July 2024	Celebrate students' knowledge and skills in engineering/3D Printing, Drone flying, Vex Robotics/Coding and CyberSecurity skills.
Continue Thunderbird Tech Program Implementation	School year 2024-2025 and 2025-2026	Years 2 and 3
Seek District/Regional VEX Robotic Competitions	School year 2026-2027	Student criteria: they should have been in The Vex Robotics Club for the past three full years(2023-2026) to participate in Year 4 competition.
Project is established and positioned for future growth	School year 2027-2028	Record the number of digital tool certificates earned and Vex robotic competitions entered/awards given.

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. William V. Husfelt, III is the superintendent and executive officer for Bay District Schools.   (See the citation below from Florida's Statute 1001.33).

Title XLVIII

K-20 EDUCATION CODE

Chapter 1001

K-20 GOVERNANCE

SECTION 33

Schools under control of district school board and district school superintendent.

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.
$147,900.00 over the five year period

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.)

    63%

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

Annually Projected Staff	Estimated Average Wage/Salary -Full Year
2 teachers-Academic Coach (S26) (Supplemental Position-3%) - Vex Robotic Club	$3,500.00
2 instructional paraprofessionals-Summer Program	$4,400.00
2 teachers(Regular Salary) -Summer Program	$9,100.00
1 Administrator -Summer Program Only	$5,000.00
Total	**$22,000.00**

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

    ❏ Yes
    ✓ No

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

A. **Project/Program Costs:**

Equipment**	$65,000.00
Supplies/Materials	$6,000.00
Salaries/Benefits	$120,000.00
Professional Development**	$20,000.00
Licenses/Certifications	$9,000.00
Vex Robotic Competition/Reg. Fees	$3,900.00
Curriculum	$9,000.00

Total Project Costs: **$232,900.00**

B. **Other Project Funding Sources:**
Example Funding Sources (Note: Not an exhaustive list of possible Funding Sources.)

Total Other Funding**

Bay District Schools	Title II	$20,000.00
Federal Grant	ESSER II	$65,000.00
Matched Funds Total		**$85,000.00**

Total Amount Requested: $147,900.00

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 any other pertinent budget-related information.**

Item Description	Triumph Gulf Coast Request	In-Kind Match	Total	Notes-Timeline
Teacher-Academic Coach Salary and Benefits (2)	$18,000.00		$18,000.00	Afterschool Vex Robotic Club Years 1-5
Teacher Salary and Benefits (2)	$45,000.00		$45,000.00	Summer Camp Years 1-5
Paraprofes-sional Salary and	$29,000.00		$29,000.00	Summer Camp Years 1-5

Benefits (2)				
"Tyndall T" Digital Tool Certifications	$9,000.00		$9,000.00	Vouchers/Exams, Digital Practice Tests, Licenses
School Administrative Salaries	$28,000.00		$28,000.00	Administrator (annual-Summer)
Equipment		$65,000.00 **(ESSER II funding)**	$65,000.00	**22** laptops, **2** 3-D Printers, **22** ipads w/ 2 year Apple Care and cases, **22** DJI Mini 2 Fly More Combo Drones w/3-year Warranty, **1** Vex GO Classroom Bundle, **2** Vex IQ Robots Classroom Bundles, **4** Vex IQ Competition Super Kit, Vex IQC Full Field + Game Element Kit, VIQC Field Kit, Safety Vests, Hardhats, Safety Glasses, Eagle Pro Drone Racing Obstacle Course, Drone Landing Pad with LED light, **110** Q9 Drones for Kids, SafePilot SAFE Drone Elementary School Kit, **10 pk** pin tools, Propeller Guards (Year 1)
Supplies/ Materials/	$6,000.00		$6,000.00	Composition Books, pens, pencils, erasers, MicroSD cards, cables, storage bins, markers, labels, tape,

				storage bags
Curriculum	$9,000.00		$9,000.00	Teacher and Student Editions, Consumables, i.e., Codesters Classroom Plan; digital software
Professional Development		$20,000.00 **(Title II funds)**	$20,000.00	Digital Courses, Webinars, In-person consultant, 1-day training(1-2 times a year); travel, hotel, teacher stipends
Vex Competition and Regional/ State Registration	$1200.00		$3,900.00	Year 3-5: Registration Fees

Applicant understands that the Triumph Gulf Coast, Inc. statute requires that the awarded 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 support 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 program will be provided.

   ✓ Yes
   ❏ No

Tyndall Academy, located at 7800 Tyndall Parkway, Panama City, Florida 32403 rests on the property of Tyndall Air Force Base. All courses and industry certification test(s) will be administered from this location. Tyndall Tech Program is the first of its kind in Bay District Schools. This offering will allow elementary students an opportunity to receive instruction in STEM modalities and obtain specific industry certifications as listed on the Florida Secondary CAPE Digital Tools certification inventory. As a result, we are preparing students to enter middle school with informational technology skills and for high-skill, high-wage, high-demand jobs in the workplace.

   B. 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 post-secondary 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
     Digital literacy means giving students the opportunity to *use* digital technologies when it is appropriate and useful; thereby increasing students' skill set and subject knowledge. In this new digital society in which we live, students will be taught how to **learn** the active, creative, and critical uses of digital technologies as they **abide** by the ethics of technology. These goals are supported by the program and earning of the ICT Certification in CyberSecurity.

- Encourage industry certifications
  Students will have opportunities each summer to be immersed in the teaching and learning about technology and the use of technology. Students will have opportunities to explore careers and learn important employability skills.
- Strengthen career readiness initiatives

    C. 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
> Technology skills provided in the Thunderbird Tech program are transferable to many career fields such as IT/Computer Science/Cybersecurity/Engineering Principles, etc. which are found in almost all careers.

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

    Bay

    E. 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.

2. <u>Additional Information</u>

  A. Is this an expansion of an existing training program? If yes, describe how the proposed program will enhance or improve the existing program and how the proposed program will supplement but not supplant existing funding sources.
- ❏ Yes
- ✓ No

  B. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).
The training will be delivered both computer- and classroom-based on the campus of Tyndall Academy. Instructional delivery will be rendered in two classrooms and the cafeteria.

  C. Identify the number of anticipated enrolled students and completers.
Targeted enrollment: 200 students (over 5 years)
Targeted number of completers: Completers will be defined here as the number of students who attend all three years of the program and earn an industry certification. This is a difficult statistic based on the mobility of the Tyndall Military population. However, families are usually in an area for 3 years. Therefore our estimate would be approximately 20 students will complete year 3 and 14 or 70% will have earned a certification.

D. Indicate the length of the program (e.g. quarters, semesters, weeks, months, etc.) including anticipated beginning and ending dates.
The Vex Robotics Club will begin in Fall of 2023 as an afterschool program for one hour a week. The summer program will be held in June and July of 2023 for four (4) hours, four days a week, Monday through Thursday.

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

Securing specific industry partnerships will contribute to the substantial and growth of the program. Bay District has partnerships and/or articulation or memorandum of agreements with the CareerSource Gulf Coast, Gulf Coast State College, Florida State University-Panama City campus, Alignment Bay, Bay County Chamber of Commerce, industry leaders, Tyndall AFB, the Naval Support Activity Center Panama City, law enforcement, etc. We believe by expanding those agreements to include cyber-and digital literacy-related programs, we can sustain our career and technical education program at the elementary level.

Additionally, securing funding sources through federal and/or state grants and/or by advocating for increased legislative funding will be options sought to sustain the program.

By beginning at the elementary level, we are creating opportunities for students to be successful, increase their chance of graduating from high school, and obtain gainful employment in a high-wage, high-demand industry.

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

- ICT CyberSecurity Essentials CAPE Certification (5th grade after completing 3 years in program)
- 3D Printer projects successfully completed (2 projects per summer enrollment)
- Engineering basic concepts and learn to keep an engineering notebook (summer program)
- Drone execution of simple flight take-off, landing and manipulation goals regarding height etc..

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

✓ Yes, the United States Department of Education, Elementary and Secondary School Emergency Relief Fund (ESSER II) in the amount of $65,000.00 and Bay District Schools in the amount of $20,000.00.

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

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

Name of Applicant:_____

Name and Title of Authorized Representative:_____

Representative Signature:_____

Signature Date:_____