Triumph Gulf Coast, Inc.
Application for Funds

Triumph Gulf Coast, Inc. Trust Fund Application for Funds

Proposal Instructions: The Triumph Gulf Coast, Inc. Trust Fund Grant Application (this document) must be completed by the entity applying for the grant and signed, as applicable, by either the individual applying for funds, an individual authorized to bind the entity applying for funds, a chief elected official, the administrator for the governmental entity or their designee. Please read the Application carefully as some questions may require a separate narrative to be completed. In addition, please complete all Addendums that may be applicable to the proposed project or program.

Triumph Gulf Coast, Inc. will make awards from available funds to projects or programs that meet the priorities for economic recovery, diversification, and enhancement of the disproportionately affected counties. Triumph Gulf Coast, Inc. may make awards for:

- 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.

Pursuant to Florida Law, Triumph Gulf Coast, Inc. will provide priority consideration to Applications for projects or programs that:

- 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.

Additionally, the Board of Triumph Gulf Coast, Inc. may provide discretionary priority to consideration of Applications for projects and programs that:

- Are considered transformational for the future of the Northwest Florida region.
- May be consummated quickly and efficiently.
- Promote new jobs in the private sector with an income above regional average household income.
- Align with Northwest Florida FORWARD, the regional strategic initiative for Northwest Florida economic transformation.
- Create new net jobs in targeted industries to include aerospace and defense, financial services/shared services, water transportation, artificial intelligence, cybersecurity, information technology, manufacturing, and robotics.
- Promote industry cluster impact for unique targeted industries.
- Create new jobs with wages above national average wage (*e.g.*, similar to EFI QTI program, measured on graduated scale).
- Are located in Rural Area of Opportunity as defined by the State of Florida (DEO).
- Provide a wider regional impact versus solely local impact.
- Align with other similar programs across the regions for greater regional impact and not be duplicative of other existing projects or programs.
- Enhance research and innovative technologies in the region.
- Enhance a targeted industry cluster or create a Center of Excellence unique to Northwest Florida.
- Create a unique asset in the region that can be leveraged for regional growth of targeted industries.

- Demonstrate long-term financial sustainability following Triumph Gulf Coast, Inc. funding.
- Leverage funding from other government and private entity sources.
- Provide local investment and spending.
- Are supported by more than one governmental entity and/or private sector companies, in particular proposed projects or programs supported by more than one county in the region.
- Provide clear performance metrics over duration of project or program.
- Include deliverables-based payment system dependent upon achievement of interim performance metrics.
- Provide capacity building support for regional economic growth.
- Are environmentally conscious and business focused.
- Include Applicant and selected partners/vendors located in Northwest Florida.

Applications will be evaluated and scored based on compliance with the statutory requirements of the Triumph Gulf Coast legislation, including but not limited to the priorities identified therein and the geographic region served by the proposed project or program.

Applicant Information

Name of Entity/Organization: Bay Haven Charter Academy, Inc.

Background of Applicant Individual/Entity/Organization: Bay Haven Charter Academy, Inc. is a financially stable non-profit organization (recent Triple B bond rating) operating five high-performing public charter schools in Bay County, FL (two elementary, two middle schools, and one high school). Serving over 3,300 students in K-12, our schools consistently earn "A" ratings and School of Excellence commendations.

Federal Employer Identification Number: 65-1121807

Contact Information:

Primary Contact Information: Brittany Lewis
Title: Chief Education Officer

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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 proposed roles.

Partners	Roles
Florida State University Panama City ASCENT and inSPIRE	Career academy training support for professional learning and student success
Embry - Riddle Aeronautical University	Gaetz Aerospace Career Academy concurrent/dual enrollment delivering UAS, engineering, and college credit at Bay Haven Charter School and North Bay Haven Career Academy
Bay County Board of County	Alignment with local economic recovery
Commissioners	Priorities (formal recommendation anticipated
Gulf Coast State College	Dual enrollment, CTE

Total amount of funding requested from Triumph Gulf Coast: $7,707,994.00

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

X Yes ☐ No

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

- the date the request/application for funding was made;
  - February 3, 2023
- the source to which the request/application for funding was made,
  - Triumph
- the results of the request/application for funding, and
  - Funding was denied
- projected or realized results and/or outcomes from prior funding.
  - Not applicable

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

BHCA, Inc, has an excellent financial status with reserves and a positive fund balance. Internal and external audits are conducted annually.

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

See Appendix A

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 X 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;
- X 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;
- X 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: Building a Regional Engineering and Tech Pipeline

Bay Haven Charter Academy, Inc (BHCA) propose Building a Regional Engineering and Tech Pipeline, a five-year Phase 1 initiative designed to integrate a comprehensive computer science and STEAM driven program in our K-12 schools that will result in our students becoming prepared for the modern, tech-driven workforce in the high demand fields in our area. Phase 1 will be building the foundation needed to launch and implement this program successfully.

For BHCA, Inc., STEAM will not be isolated digital literacy or technology electives. It will be defined as a cognitive framework that uses applied mathemetics as the foundational language of engineering. Our approach will transition students from being technology consumers to technology creators by using computational thinking, mathematical modeling, programming, engineering design, and problem – solving to address real-world challenges.

BHCA's K–12 system already provides a connected educational pipeline through five campuses, including two elementary schools, two middle schools, and one high school. Phase 1 will strengthen that existing pipeline by connecting elementary foundations to middle school computational mathematics and technical design and, ultimately, to high school engineering, computer science, advanced mathematics, industry certifications, and post-secondary opportunities.

The program will establish developmental milestones across grades K–12:

1. **Elementary (Grades K-5) – Foundations in Logic and Spatial Math**: Students will delve into computer science and math principles through block-coding, computational thinking games, geometric modeling, simulations, and hands-on STEAM design.

2. **Middle School (Grades 6-8) – Computational Mathematics and Technical Design:** Students will be exposed to classes that integrate technical proficiency through Information and Communications Technology and Design Information Technology classes. They will become proficient in Python coding, web architecture, and advanced computing. STEAM projects will be cross-curricular and connect concepts beyond just the technology or STEAM classes.

3. **High School (Grades 9-12) – Applied Engineering Math and Certifications:** Students will take classes that show the intersection of advanced math and sciences and the professional industry sectors in fields such as aerospace and software architecture. Through the strategic partnerships that BHCA, Inc. has with Gulf Coast State College, Florida State University – Panama City, and Tom

P. Haney Technical College, students will earn college credits and obtain specialized industry certifications that extend beyond our on-campus capabilities.

Grant funding will allow us to create state-of-the-art computer labs and tech hubs as well as the equipment and personnel needed to keep the momentum from elementary to high school. The grant funding will also allow us to implement the computational logic and engineering that can be integrated into all CTE classes as well as other content areas. We can ensure our students graduate not just with a diploma, but with some professional credentials that will bridge the gap into post-secondary success.

Strategic Partnerships

BHCA will leverage existing partnerships to strengthen the program and connect classroom learning to post-secondary educational and regional workforce needs.

1. **FSU ASCENT and inSPIRE:** These partnerships will serve as the program's professional development engine. The FSU partnership will train our teachers and host professional development in computer science, engineering, and information technology. This will, in turn, strengthen the regional workforce through specialized training and curriculum development.

2. **Embry-Riddle Aeronautical University:** Through the Gaetz Aerospace Career Academy and related opportunities, students will apply math and science to aerospace, unmanned aircraft systems, robotics, and aerodynamics while pursuing college credit and professional credentials.

3. **Gulf Coast State College:** GCSC will provide connections to technical education, applied mathematics, dual enrollment, and post-secondary pathways.

4. **Tom P. Haney Technical College:** Haney will provide opportunities for students to connect their high school courses to technical education and industry certifications.

Currently: See Appendix B for **Table 1** that lists the industry certifications that our students have earned since 2020 along with their pass rates. The second table is a list of industry certifications that our students will possibly work towards with the implementation of this new program. We also strive to increase the percentage of students receiving industry certifications throughout the next 10 years.

Timeline:

Year 1: Launch and Foundation

- Finalize grant agreements and implementation structures.
- Hire and onboard Phase 1 personnel.
- Purchase and deploy the initial school-controlled devices.
- Establish school-controlled device management and technology policies.
- Provide school-controlled laptops for classroom teachers.
- Begin networking upgrades.
- Begin development of the TECH Hub environments.
- Launch foundational computer science and computational mathematics coursework.
- Begin professional development through strategic university and college partnerships.
- Establish student participation in technical and technology-related learning opportunities.

Year 2: Expansion and Integration

- Complete TECH Hub implementation.
- Expand computer science, engineering, robotics, and STEAM course offerings.
- Increase integration of computational thinking and engineering practices across academic subjects.
- Expand dual-enrollment and technical credential opportunities.
- Continue teacher professional development.
- Establish teacher technology mentorship and support structures.
- Evaluate student participation, device use, certifications, and program outcomes.

Year 3: Program Development and Calibration

- Expand advanced technical and engineering learning opportunities.
- Continue professional development and curriculum refinement.
- Strengthen cross-disciplinary integration of mathematics, science, engineering, and technology.
- Continue maintenance and management of the school-controlled technology environment.
- Evaluate program outcomes and make adjustments based on student and workforce data.

Year 4: Regional Collaboration

- Expand professional learning opportunities for educators.
- Share successful curriculum and instructional practices with regional partners.
- Strengthen connections between BHCA students and regional employers, colleges, universities, and technical institutions.
- Continue strengthening the K–12-to-career pipeline.
- Use program data to identify opportunities for continued regional impact.

Year 5: Phase 1 Completion and Sustainability

- Complete the initial five-year Triumph-funded implementation period.

- Evaluate student achievement, industry certifications, post-secondary participation, technology access, and workforce pathway outcomes.
- Complete planned technology maintenance and refresh activities.
- Establish the program as an integrated component of BHCA's instructional model.
- Transition from Phase 1 implementation to long-term program sustainability using available recurring funding mechanisms and institutional resources.
- Document the BHCA model and identify opportunities for continued regional collaboration.

Economic and Community Impact

The proposed project will support economic recovery and diversification in Bay County and the surrounding region by developing a stronger local pipeline of students prepared for high-demand technical occupations.

Northwest Florida's economy increasingly requires workers with skills in computer science, engineering, cybersecurity, advanced manufacturing, information technology, aerospace, and other technology-driven fields. Building those skills earlier in a student's education increases the likelihood that students will graduate with meaningful technical skills, industry certifications, college credit, and a clear pathway into high-value careers.

The program's emphasis on applied mathematics, computational thinking, engineering design, and technology creation is intended to move students beyond basic technology use and toward the skills required to design, analyze, build, program, and solve problems.

The economic impact will extend beyond individual students. By establishing a vertically integrated K–12 pipeline, BHCA will increase the number of students who are prepared to pursue technical post-secondary programs and high-wage careers. Partnerships with regional colleges, universities, and technical institutions will create direct connections between K–12 education, credentials, higher education, and workforce opportunities.

The program will also support regional workforce development by creating opportunities for teachers and educators to develop stronger computer science, engineering, and technology skills. As the program matures, BHCA intends to share successful practices and professional learning opportunities with educators in surrounding communities.

3. **Explain how the proposed project or program is considered transformational and how it will affect the disproportionately affected counties in the next ten (5det) years.**

Building a Regional Engineering and Tech Pipeline will change how BHCA approaches education across the entire K-12 system. By treating mathematics as the foundational language of engineering, we are moving away from isolated tech electives and integrating an engineering mindset across the entire K-12 experience. BHCA will move students from being technology consumers to technology users to create, design, analyze, and solve real-world problems.

The transformation begins with Phase 1 with Triumph funding providing the foundational resources needed to launch this model including the personnel, Tech Hub environments, networking infrastructure and the technology necessary to create a consistent school – controlled learning environment. For the first time, BHCA will have enough school – provided computers available in classrooms so that students will no longer need to bring their own personal computers to participate in technology-based instruction. Students will have reliable access to the technology needed for computer science, engineering, STEAM, research, testing, collaboration, and project – based learning.

The next 10 years for Bay County and other affected communities will be a window for economic growth and diversification. This program will be the catalyst for that change and provide students with the advanced skills necessary to excel in our local community and lead in our regional workforce.

This initiative will create a stronger local talent pipeline for employers by increasing the number of students who graduate with meaningful technical skills, industry certifications, college credit, and direct connections to post-secondary education and career opportunities. This program will supply approximately 90–120 job-ready, high-wage candidates annually into Bay County's targeted industries, directly supporting regional workforce shortages.

This is particularly important as regional assets such as Florida State University, Embry-Riddle Aeronautical University, Gulf Coast State College, Tyndall Air Force Base, and other defense, aerospace, technology, and advanced manufacturing organizations continue to contribute to the region's economic development. The goal is to ensure that local students are prepared to take advantage of these opportunities rather than requiring employers to depend primarily on talent recruited from outside the region.

Bay county has been in a state of continuous recovery from environmental disasters and economic disasters resulting from the BP oil spill, Hurricane Michael, and Covid quarantines. This initiative will help our region go from recovering to persevering by

diversifying the economy and attracting industry. Technology firms, aerospace companies, and advanced manufacturers are far more likely to relocate to or expand in a region that guarantees a steady pipeline of graduates fluent in computational math, computer science, and technical design.

Over the next decade, this project will increase household and per capita income by boosting industry certifications awarded to students. Graduates will have the credentials necessary to directly enter high-paying roles immediately upon graduation, perhaps even bypassing entry level jobs.

Our collaboration with FSU ASCENT and inSPIRE ensures that this is not just a short-term change, but a real long-standing change. By upgrading our physical lab infrastructure, training our existing faculty and future faculty and embedding a shared technical culture, this engineering pipeline becomes self-sustaining.

Because our curriculum will be vertically aligned, a first-grade student entering our schools today will benefit from 10 years of cumulative hands-on technology and engineering experience by the time they reach graduation. By year 10, this initiative will have produced a highly skilled group of graduates where the first group of K-12 students enters the local workforce as highly capable, highly skilled, high-wage professionals.

In this way, the five-year Triumph investment serves as the catalyst for a much longer transformation. Phase 1 builds the foundation; the following years build the pipeline; and the long-term result is a stronger, more technically skilled workforce capable of contributing to the economic diversification and enhancement of Bay County and the surrounding disproportionately affected communities.

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

BHCA, Inc. is consistently recognized as an "A"-rated institution by the Florida Department of Education and ranks within the top 10% of statewide public schools. This academic standing demonstrates our organizational capability to scale existing educational models into a larger regional infrastructure.

The proposed project is not a new concept being created without an existing foundation. BHCA already has students participating in technology, engineering, STEAM, and career-focused coursework, as well as existing partnerships with post-secondary institutions and technical education providers. The proposed five-year Phase 1 investment will build upon these existing programs and expand them into a vertically aligned K–12 pathway.

Historical performance data from our CTE electives serves as our primary proof of viability. Over the past three academic years, our students have been consistently successful in their industry certification pass rate. See Appendix B for certification results. This existing student performance proves that our student body possesses the baseline aptitude to transition into advanced technical testing.

The proposed project is also supported by established partnerships with organizations that provide expertise beyond BHCA's existing instructional capacity. Florida State University ASCENT and inSPIRE will support professional development and curriculum development in computer science, engineering, and information technology. Embry-Riddle Aeronautical University will provide aerospace, unmanned aircraft systems, robotics, and dual-enrollment opportunities. Gulf Coast State College and Tom P. Haney Technical College will provide connections to technical education, college coursework, certifications, and workforce pathways.

A particularly important indicator of the project's viability is the planned expansion of school-provided technology. Phase 1 will establish sufficient school-controlled computers in classrooms so that students will no longer need to rely on personally owned devices to participate in technology-based instruction. This will allow BHCA to establish consistent technology-management, security, software, and instructional practices across its campuses.

To continuously verify the program's viability and return on investment, BHCA, Inc. will track performance using the following data:

- **Program Enrollment and Completion Data:** BHCA will track student enrollment and participation in elementary, middle, and high school courses including STEAM and CTE pathways

- **Workforce Readiness Data:** BHCA will monitor the number of students attempting and successfully earning industry certifications, pass rates, graduation rates, dual-enrollment participation, post-secondary enrollment, and transitions into technical education or employment**.**

- **Technology Access and Utilization Data:** BHCA will track device deployment and utilization, maintenance, and participation technology – based instruction.

- **Post-Secondary and Career Pathway Data:** BHCA will monitor students' participation in dual-enrollment programs, CTE programs, industry credentials and career pathways related to the targeted fields. Where available, BHCA will also track students' transitions into regional colleges, universities, technical institutions, and workforce opportunities.

- **Program Implementation Data:** BHCA will monitor the implementation and utilization of the Tech Hub environments, teacher participation in professional development, computer science and engineering coursework.

- **Economic Impact Metrics:** BHCA will calculate financial savings for local families achieved through subsidized dual-enrollment tuition, industry certification and testing fees and employment in high – demand technical occupations.

BHCA will use this data not only to report outcomes but to continuously improve the program. Phase 1 does not attempt to build an entirely new educational system from the ground up, rather it provides the personnel, technology, infrastructure, and capacity necessary to connect and expand successful elements that already exist within BHCA.

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

BHCA will measure the long-term impact using student achievement, industry certification, post-secondary transition, workforce, and program sustainability data.

Key measures will include:

- **Industry Certification Yields:** BHCA will track the number of industry certifications attempted and earned, certification pass rates, and growth compared with pre-grant data.

- **Student Participation and Pathway Completion:** BHCA will measure student enrollment and completion in all career and technical pathways.

- **Post-secondary Educational Transitions:** BHCA will track graduates who transition into colleges, technical programs, the workforce, and military technical occupations. We will pay close attention to pathways aligned with regional needs in engineering computer science, cybersecurity, aerospace, advanced manufacturing, and IT.

- **Regional Financial ROI:** BHCA will measure the total cost-savings achieved for local families through fully subsidized dual enrollment credits and technical training vouchers.

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.)**

Following the initial deployment of the Triumph grant, BHCA will ensure the program remains self-sustaining and financially viable through three distinct long-term mechanisms:

Operational Budget Integration: Triumph funding will provide the significant startup investment needed to establish the program, including specialized personnel, TECH Hubs, networking infrastructure, and a school-controlled technology environment. As the program becomes established, BHCA will transition ongoing instructional and operational expenses into its regular budgeting process using available recurring revenues, including FEFP and other eligible state and local funding sources. BHCA's established K–12 enrollment provides a recurring funding base to support continued program operations.

Train-the-Trainer Professional Model: By utilizing our strategic partnerships with FSU ASCENT/inSPIRE and Embry-Riddle to fully certify our core faculty during the grant period, we are creating a permanent internal network of master educators. This "Train-the-Trainer" model is explicitly built to outlast the grant and scale outward. Over time, these certified leaders will not only handle the long-term training and onboarding of any new internal instructional staff, they will potentially host curriculum-sharing workshops and support neighboring rural school districts, eliminating the region's dependence on expensive, outside professional development consultants in the future.

CAPE Funding Reinvestment Engine: Every advanced industry certification passed by our middle and high school students triggers state-level CAPE bonus funding incentives. BHCA will use these funds, along with other recurring instructional and operation funds to support certification opportunities, instructional technology, software, equipment maintenance, and future technology replacement.

The program will not require the same level of outside funding indefinitely. Instead, the technology, instructional capacity, trained personnel, partnerships, and K-12 pathways establishes a program that is part of BHCA's ongoing educational model. By the conclusion of Phase 1, the benefits of Triumph's initial investment will continue well beyond the grant period.

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

BHCA will monitor and document project deliverables throughout the five-year Phase 1 period using five core accountability measures:

- **Personnel and Program Implementation:** BHCA will document the hiring and retention of grant-funded personnel and track implementation of the K–12 STEAM pathways. Course enrollment, student participation, and program completion will be reviewed annually.
- **Technology and Infrastructure Deployment:** All grant-funded equipment and infrastructure will be tracked through purchasing and inventory records. Deliverables will include the completion and operation of the two TECH Hubs, installation of networking equipment, deployment of student devices, and distribution of school-controlled laptops to classroom teachers. Device inventory and management systems will be used to verify deployment and continued use.
- **Industry Certification Attainment:** BHCA will track the number of students attempting and earning industry-recognized certifications and the associated pass rates. Certification results will be verified through testing platforms and internal student records and compared with pre-grant baseline data.
- **Professional Development and Instructional Capacity:** Teacher participation in FSU ASCENT/inSPIRE and other specialized professional development will be documented through training records, attendance, completion records, and applicable teacher certifications. BHCA will also track the development of internal teacher mentors who can support continued implementation of the program.
- **Postsecondary and Workforce Pathways:** BHCA will track dual-enrollment participation, postsecondary transitions, technical training, and, where available, graduate entry into technical career pathways. Graduate surveys and information from post-secondary and workforce partners will be used to evaluate these outcomes.

BHCA will review project deliverables annually and maintain supporting documentation, including purchasing records, inventory reports, personnel records, enrollment and completion data, certification results, and professional development records. This process will allow BHCA and Triumph Gulf Coast to verify that grant-funded resources have been deployed as proposed and are producing the instructional capacity and student opportunities intended by the project.

Priorities

1. Please check the box if the proposed project or program will meet any of the following priorities (check all that apply):

- X 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 long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.
- X Increase household income in the disproportionately affected counties above national average household income.
- X 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.
- X Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.
- X Are recommended by the board of county commissioners of the county in which the project or program will be located.
- X 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.**

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.

- **Long-Term Talent Pipeline:** The project creates a vertically aligned K-12 computer science, engineering, mathematics, and STEAM pipeline designed to increase the number of students earning industry credentials and pursuing postsecondary education and high-demand technical careers.
- **Return on Investment:** Triumph's five-year investment establishes the personnel, technology, networking infrastructure, and TECH Hubs needed to build the program. These resources will continue to benefit students beyond the grant period, extending the economic value of the initial investment.
- **Measurable Results:** BHCA will track student participation, certifications earned, pathway completion, postsecondary transitions, and, where available, workforce outcomes to measure the long-term return on the Triumph investment.

Increase household income in the disproportionately affected counties above national

average household income

- **Salary Multiplier Effects:** According to US Census Bureau statistics, the median household income in Bay County sits between $73,000 and $78,000, with a per capita income of approximately $40,700. The advanced engineering and technical design certifications targeted by this program carry a median salary increase of up to 54% for entering professionals, pulling local household averages well above national metrics.
- **Immediate Financial Relief:** Providing technical education, technology access, industry certification opportunities, and dual-enrollment pathways through the K–12 system reduces financial barriers for families while preparing students for postsecondary education and employment.
- **High-Wage Career Entry:** Students will gain skills and credentials aligned with higher-wage fields such as computer science, cybersecurity, engineering, aerospace, information technology, and advanced manufacturing.

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

- **Educational & Research Asset Integration:** BHCA will leverage partnerships with Florida State University–Panama City, Embry-Riddle Aeronautical University, Gulf Coast State College, and Tom P. Haney Technical College to strengthen technical education, dual enrollment, professional development, and career pathways.
- **Defense & Military Infrastructure Support:** Bay County's Tyndall Air Force Base and Naval Surface Warfare Center Panama City Division create demand for a technically skilled workforce. The project's emphasis on computer science, engineering, cybersecurity, mathematics, and technical skills will help strengthen the local talent pipeline supporting these and related industries.

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

- **K-20 Sponsoring and Dual-Enrollment Partners:** BHCA works in direct coordination with Bay District Schools, our sponsoring district. We actively leverage dual-enrollment infrastructures with Florida State University–Panama City, Gulf Coast State College, and Tom P. Haney Technical College.
- **Regional Teacher Cohorts:** We partner directly with FSU-PC's ASCENT and inSPIRE programs to drive our professional development. FSU experts will train our faculty allowing our North Bay Haven hub to host curriculum-sharing workshops that benefit educators in surrounding rural school districts.

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

This project is recommended by the Bay County Board of Commissioners. See Appendix E for letters of support.

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

- **Chamber of Commerce Workforce Integration:** BHCA will work with local chambers of commerce and regional economic development partners to help align technical pathways with changing workforce needs. These relationships will provide an important connection between the skills students develop and the needs of employers in Bay County and Northwest Florida.

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

- **K-12 Pipeline:** The project creates a vertically aligned computer science, engineering, mathematics, and STEAM pipeline across BHCA's five schools, beginning with foundational skills in elementary school and progressing to advanced coursework, industry certifications, dual enrollment, and career preparation in high school.
- **High-Wage Careers:** Students will develop technical skills and credentials aligned with higher-wage career opportunities in computer science, cybersecurity, engineering, aerospace, information technology, advanced manufacturing, and related industries.
- **Industry Alignment:** High school pathways and postsecondary partnerships will align student preparation with regional workforce needs, including aerospace and defense, information technology, engineering, advanced manufacturing, and robotics.
- **Technology Infrastructure:** Phase 1 will establish two TECH Hubs, upgraded networking infrastructure and school-controlled student devices. This investment will provide the technology foundation necessary to deliver advanced technical instruction across the K–12 system.
- **Long term sustainability:** Triumph funding will establish the program during the five-year Phase 1 period. After the grant period, BHCA will transition ongoing program costs into its regular budgeting process using available recurring revenues, including FEFP, eligible CAPE funding, and other instructional and operational resources when possible.
- **Measurable Outcomes:** BHCA will track student participation, course and pathway completion, industry certifications, professional development, technology deployment, postsecondary transitions, and other program outcomes. Grant expenditures and physical assets will also be formally documented and monitored.

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?**

X Yes ☐ No

If yes, list all Counties that apply: Bay 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? Need letters**

X Yes ☐ No

**Please attach proof of recommendation(s) from each County identified.
See Appendix E for letters of support from the following:

Manuel & Thompson
McNeil Carroll Engineering Inc.
Clemens Company
Chair Board of Directors Bay Haven Charter Academy, Inc.

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.?**

BHCA, Inc. Board approval is needed to execute the agreement with Triumph Gulf Coast, Inc.

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.**

The board meets at 4:00 pm on the first Thursdays of each month. The next six meeting will be as follows:
November 5, 2026
December 3, 2026
January 7, 202
February 4, 2027
March 4, 2027
April 1, 2027

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

Yes, special board meetings can be called with 24 hours' notice.

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.**

Year 1: Infrastructure, Staffing, and Core Alignment

- **Targeted Staff Acquisition:** Hire specialized computer science and engineering teachers for the career academies, alongside dedicated IT systems specialists**.**
- **Curriculum Launch:** Implement a foundational computing and digital design course in middle school that directly feeds into two new advanced software architecture and engineering tracks in the high school.
- **Hardware Deployment:** Begin acquiring and distributing student laptops to build a 1-to-1 ratio, while installing equipment for the two state-of-the-art labs.
- **Professional Development:** Launch intensive professional development focused on digital tools and engineering logic, while establishing the teacher technology mentor network.
- **Cross-Curricular Alignment:** Convene structured planning days to vertically align the K–12 math-as-engineering curriculum and embed a shared STEAM culture across all traditional academic subjects.
- **Policy and Security Frameworks:** Create consistent student/teacher acceptable use policies and device accountability procedures to standardize lab management across all campuses.

Year 2: Full Integration, System Scaling, and Advanced Tracks

- **Complete Infrastructure Scaling:** Finalize the hiring of technical personnel and complete the deployment of all 1-to-1 mobile devices and tech hub lab environments.
- **Strategic Partner Training:** Enroll core teaching cohorts in advanced, long-term training paths run by FSU ASCENT and inSPIRE experts.

- **Phase-In Devices:** Formally roll out the 1-to-1 devices, starting with structured integration in middle school classrooms**.**
- **Policy Optimization:** Review initial performance data to perfect campus acceptable use policies and hardware accountability protocols.
- **Deepen Academic Ties:** Continue multi-campus STEAM collaborations and expand high school dual-enrollment pathways with Embry-Riddle and Gulf Coast State College.

Years 3–5: Program Maturity, Technology Lifecycle, and Transition

- **Ongoing Professional Development:** Continue technical and curriculum training for existing and incoming instructional staff while strengthening the internal teacher mentor network.
- **Cross-Curricular Integration**: Continue collaboration across academic departments to strengthen the use of computational thinking, mathematical modeling, engineering, and technology throughout the K–12 curriculum.
- **Technology Lifecycle Management:** Protect the $7,707,994.00 Phase 1 investment through routine maintenance, technology support, and the planned device refresh cycle included in the grant budget.
- **Program Evaluation:** Review student participation, course completion, industry certification results, technology utilization, and postsecondary pathway data to identify areas for improvement.
- **Phase 1 Transition:** By the conclusion of the five-year grant period, transition ongoing program operations into BHCA's regular planning and budgeting processes and establish the systems needed to continue the program beyond Triumph funding.

Year 5 Milestone: Complete all Phase 1 grant deliverables, evaluate program outcomes, complete planned technology refresh activities, and position the program for continued operation beyond the Triumph grant period.

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.**

   BHCA, Inc. Bylaws, states that the Governing Board is responsible for the control of the charter schools of the Corporation and is empowered to determine the policies necessary for the effective operation and the general improvement of the charter school system. All powers of the Corporation shall be exercised by and under the authority of the Board, and managed under the Board's direction.

   See Appendix C - BHCA, Inc specific

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.**

$**7,707,994.00** over a period of 5 years

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 amount requested represents 63.43% of the total costs.

Project/Program Costs:

Cost Category	**Amount**
Salaries & Fringe Benefits (8 new FTEs)	$7,510,605
Equipment (devices, networking, robotics/UAS kits)	$4,122,000
TECH Hub Renovation & Furniture (2 hubs)	$440,000
Software Licenses & Materials	$79,944.00
Total Project Costs	**$12, 152,549.00**

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

This program is structurally designed to prepare graduating students to enter Northwest Florida's high-wage, high-demand technology and engineering sectors. Based on our curriculum tracks and regional economic data, the project is expected to channel approximately 90 – 120 graduates annually into the following primary career pathways:

- **Aerospace & Unmanned Systems Technicians:** Students participating in aerospace, UAS, robotics, and related programs will be prepared for employment

or continued technical education in aviation, unmanned systems, aerospace support, and related occupations.

- *Expected Average Wage:* $65,000 – $75,000

- **Software Architecture & Computer Programmers**: Students completing advanced high school programming tracks and Python certifications will be equipped for junior developer, database management, and technical scripting roles.
  - *Expected Average Wage: $70,000 – $82,000*

- **Cybersecurity & IT Infrastructure Specialists**: Students earning computer science, networking, and cybersecurity credentials will be prepared for continued education and entry-level opportunities supporting regional businesses, defense contractors, and military-related industries.
  - *Expected Average Wage: $68,000 – $78,000*

- **Advanced Manufacturing & Industrial Technicians:** Through engineering, robotics, technical design, and post-secondary partnerships, students will be prepared for technical careers supporting manufacturing, automation, engineering, and industrial operations.
  - *Expected Average Wage: $58,000 – $68,000*

Over the five-year Phase 1 period, number of students prepared for these occupations is expected to increase as our K – 12 pathways become established. BHCA will track certifications, pathway completion, post-secondary enrollment, and available graduate employment data to measure the project's contribution to the regional workforce.

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

X Yes ☐No

BHCA, Inc. currently uses its standard Florida Education Finance Program (FEFP) operational budget to maintain our core K–12 academic curriculum, personnel, technology, and campus operations. These existing state and local funds will continue to support existing programs and services and will not be replaced by Triumph funding.

The proposed award will provide resources specifically for the new and expanded capacity required to implement the Building a Regional Engineering and Tech Pipeline initiative, including:

- **New Specialized Personnel:** Grant funding will support eight new instructional and technical positions needed to expand computer science,

engineering, STEAM, and technology-based instruction. These positions represent additional capacity rather than replacement of existing BHCA personnel.

- **Expanded Student and Teacher Technology**: Grant funds will provide school-controlled student devices, teacher laptops, associated technology, and planned technology refreshes. This investment will allow BHCA, for the first time, to provide enough school-controlled computers in classrooms so students do not have to rely on personally owned devices to participate fully in technology-based instruction.

- **Two TECH Hubs**: The award will establish two specialized TECH Hubs that provide hands-on environments for computer science, engineering, robotics, and STEAM instruction beyond BHCA's existing classroom resources.

- **Network Infrastructure**: Grant funding will provide the networking equipment necessary to support the increased number of school-controlled devices and expanded technology-based instruction across the organization.

BHCA's existing revenues will continue to fund its established educational and operational responsibilities. Triumph funding will be separately tracked and used to create additional personnel, technology, infrastructure, and instructional capacity that BHCA's current operating budget does not provide.

Following the five-year Phase 1 period, BHCA will incorporate the program into its regular planning and budgeting process and evaluate the use of available recurring revenues, including FEFP, eligible CAPE funding, and other state and local resources, to support continued operations.

Therefore, Triumph funding will serve as the startup investment necessary to expand BHCA's existing educational model into a comprehensive K–12 engineering and technology program without replacing funding currently dedicated to existing programs or services.

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

A. Project/Program Costs:

Project/Program Costs:

Cost Category	**Amount**

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Salaries & Fringe Benefits (8~~19~~ new FTEs)	$7,510,605.00
Equipment (devices, networking, robotics/UAS kits)	$~~6,641,945~~4,122,000.00
TECH Hub Renovation & Furniture (5 hubs: 2 elementary, 2 middle, 1 high school)	$440,000.00~~975,000~~
~~Professional Learning & Training~~	~~$22,500~~
Software Licenses & Materials	$7~~2,250,000~~9,944.00
Total Project Costs	**$~~23,354,445~~12,152,549.00**

B. Other Project Funding Sources:

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

State	$4,444,555.00
Total Other Funding	$4,444,555.00

Total Amount Requested: $ 7,707,944.00

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.

Budget Narrative & Justification

The total projected cost for the five-year Phase 1 of the Building a Regional Engineering and Tech Pipeline initiative is $7,707,994.00. BHCA, Inc. is requesting Triumph Gulf Coast funding to support implementation for five years. The investment is concentrated in four areas: new specialized personnel, student and teacher technology, two TECH Hubs, and networking infrastructure.

Personnel – Salaries & Fringe Benefits

- **Five-Year Cost: $7,510,605**
- **New Positions:** 8

This category funds the current and eight new instructional and technical positions needed to expand BHCA's existing computer science, engineering, mathematics, STEAM, and technology programs.

Justification: BHCA already provides technology, STEM, and career-focused instruction. Triumph funding will not replace existing personnel. Instead, the eight new positions will provide the additional instructional and technical capacity necessary to implement the expanded K–12 initiative, support increased technology use, and strengthen advanced technical pathways. The annual personnel cost includes approximately 30% for fringe benefits.

Timing: Recruitment and hiring will begin during Year 1, with personnel supporting implementation throughout the five-year Phase 1 period.

Devices & Technology Refresh

- **Five-Year Cost: $4,122,000**

This category represents the largest component of the project and provides the technology infrastructure necessary to establish a school-controlled instructional technology environment.

Justification: Funding will support the initial purchase and deployment of approximately 4,000 student devices, charging and classroom equipment, laptops for classroom teachers, associated technology, maintenance, and planned device refreshes during the five-year grant period.

For the first time, BHCA will have enough school-provided computers available in classrooms so students will not need to rely on personally owned computers or devices to participate fully in technology-based instruction. Centralized device management will also improve software deployment, security, updates, access, and accountability.

Timing: Initial procurement and deployment will begin in Year 1 and continue as implementation expands. Planned maintenance and technology refresh activities will occur throughout the five-year period according to the device lifecycle schedule included in Appendix D.

TECH Hubs

- **Total Cost: $440,000**
- **Number of TECH Hubs:** 2

This category provides the startup investment necessary to establish two specialized TECH Hubs supporting hands-on computer science, engineering, robotics, and STEAM instruction.

Justification: The TECH Hubs will provide dedicated environments and specialized equipment that extend instruction beyond the traditional classroom and allow students to apply mathematics, engineering design, computational thinking, coding, robotics, and related technical skills through project-based learning.

Timing: Planning, procurement, and initial development of the two TECH Hubs will begin in Year 1, with both hubs becoming fully operational during the early implementation phase of the project.

Networking Equipment

- **Total Cost: $79,944.00**

The expansion of school-controlled technology requires additional network capacity to support increased device usage and technology-based instruction.

Justification: Funding will provide the networking equipment necessary to support the expanded device environment, maintain reliable connectivity, and provide the infrastructure required for computer science, engineering, and digital instruction.

Timing: Network improvements will be prioritized during the initial implementation period so infrastructure is in place as student and teacher devices are deployed.

Funding and Expenditure Process

Following an award, BHCA will establish appropriate financial controls and tracking procedures for Triumph-funded expenditures. Procurement and implementation will be phased according to instructional needs, technology deployment schedules, personnel recruitment, and the development of the two TECH Hubs.

Grant expenditures will be supported by appropriate purchasing, payroll, inventory, and financial documentation and monitored throughout the five-year project period.

Five-Year Phase 1 Budget Summary

Budget Category	Amount
Personnel – Current CTE teachers plus 8 New Positions, Including Fringe	$7,510,605.00

Devices & Technology Refresh	$4,122,000.00
Two TECH Hubs	$440,000.00
Networking Equipment	$79,944.00
Total Phase 1 Budget	**$12,152,549.00**

Following Phase 1, BHCA will incorporate the program into its regular planning and budgeting process and evaluate available recurring revenues, including FEFP, eligible CAPE funding, grants, and other state and local resources, to support continued operations.

A detailed line-item budget, including personnel costs, technology purchases and refresh schedules, TECH Hub startup costs, and networking equipment, is provided in Appendix D.

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.

X 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.

X 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.

X Yes ☐ No

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

X Yes ☐ No

ADDENDUM FOR INFRASTRUCTURE PROPOSALS:

Not Applicable

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 programs will be provided.**

X Yes ☐ No

Bay Haven Charter Academy (BHCA), Inc. operates within Bay County, an explicitly designated disproportionately affected county. The proposed Building a Regional Engineering and Tech Pipeline initiative will be deployed across its two primary multi-school campuses, driving an integrated K–12 pipeline that serves over 3,300 students across five distinct school environments:

1. **The Haven Campus (Grades K–8):** Houses Bay Haven Elementary School and Bay Haven Middle School.
   Address*:* 2501 Hawks Landing Blvd, Panama City, FL 32405.

2. The North Haven Campus (Grades K–12): Houses North Bay Haven Elementary School, North Bay Haven Middle School, and North Bay Haven Career Academy.
   Address: 1 Buccaneer Dr., Panama City, FL 32404.

The proposed program is designed to prepare students for high wage, high demand occupations through instruction and certification in multiple career and technical educational pathways. By combining hands-on technical skills with rigorous academic frameworks, the program eliminates financial barriers for families and builds a talent pool for Northwest Florida's industry careers.

BHCA has established a strong articulation and dual enrollment pathway with our regional colleges. Students will graduate fully prepared to either enter the technical

workforce or seamlessly transfer their earned credit hours, dual-enrolled coursework, and certifications into degree programs with our collegiate partners.

BHCA, Inc will offer the following career pathways and certifications:

TABLE 2

Program	Courses	Target Occupations and Careers	Possible Industry Certifications
Computer Science and AI Academy	**Middle School courses** • Information &Communication Tech 1 • Information and Communication Tech 2 • Digital Information Tech **High School courses** • AI in the World & Applications of AI • Procedural Programming	• Software developer • Cybersecurity • Data Analyst • Computer systems analyst • AI/ Machine learning engineer • Game developer • Web developer	• CompTIA Security + • Python Coding Specialist • AI/Computations Thinking • Microsoft Office Specialist
Engineering Academy	**Middle School Courses** • Pre-engineering • STEAM • Robotics **High School Courses** • Intro to Engineering Design • Principles of Engineering • Civil engineering and Architecture • Unmanned Aircraft Systems	• All engineering • Robotics technician • Computer-Aided Design • Commercial Drone Pilot	• Autodesk Fusion 360 • Autodesk Inventor • Robotics • FAA Remote Pilot
Culinary Academy	**High School Courses** • Culinary 1 • Culinary 2 • Culinary 3	• Executive chef/Kitchen lead • Hospitality and event manager • Food and beverage director	• ServSafe certified food protection manager • National registry hospitality specialist
Business and Marketing Academy	**High School Courses** • Principles of Entrepreneurship • Business Management and law • Business Ownership • Sport, recreation and entertainment essentials	• Digital marketing • E-commerce manager • Business development rep • Sports marketing manager	• Entrepreneurship and small business • Adobe certified professional • Facebook certified digital marketing

Journalism and Multimedia Academy	**Middle School Courses** • Yearbook • Journalism **High School Courses** • Foundations of Journalism 1-4	• Multimedia journalist • Social media manager • Graphic designer • Marketing communications • Data journalist	• Adobe premiere pro • Adobe InDesign • Adobe Photoshop • Adobe Creative Cloud • Google Analytics Individual Qualification
Natural Resources Academy	**Middle School Courses** • Outdoor Ed • Ocean Navigation and Sea Perch **High School Courses** • Agriscience Foundations • Intro to Natural Resources • Natural Resources Technology	• Environmental Scientist • Land management technician • Agronomist • Marine/Environmental Engineer	• Agriculture Associate Certification • Natural Resources Specialist • ArcGIS Desktop Entry
Pre-Med Academy	**High school courses** • Anatomy and Physiology • Health Science foundations • Allied Health Assisting	• Certified Medical Assistant • Emergency medical technician • Certified nursing assistant • Phlebotomist • PA • Medical technologist	• Certified Medical Administrative Assistant • Certified Medical Assistant • Certified EKG Tech

B. **Will the proposed program (check all that apply):**

X Increase students' technology skills and knowledge

X Encourage industry certifications

X Provide rigorous, alterative pathways for students to meet high school graduation requirements

X Strengthen career readiness initiatives

☐ Fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors

X 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

The proposed program will significantly expand students' technology skills and knowledge by transitioning from isolated technology electives to a vertically aligned K–12 curriculum across BHCA's campuses. Beginning in elementary school, students will develop foundational skills in computational thinking, logical reasoning, problem-solving, and applied mathematics. As students progress through middle and high school, these foundational skills will advance through hands-on, immersive learning experiences in computer science, engineering, robotics, technical design, and related STEAM fields. This vertically integrated approach will move students beyond basic digital literacy toward the advanced technical, analytical, and problem-solving skills needed for postsecondary education, industry certifications, and high-demand careers.

Encourage industry certifications.

Industry certification opportunities will be incorporated into appropriate middle and high school career and technical education pathways. Students will receive instruction aligned with recognized technical skills and, where appropriate, certification requirements. BHCA will track certification participation, attempts, and attainment throughout the five-year Phase 1 period as measurable indicators of student career readiness.

Provide rigorous, alterative pathways for students to meet high school graduation requirements

BHCA offers a rigorous alternative to the traditional standard track for a diploma. We offer CTE pathways in which our students can satisfy their high school requirements while earning college credit and industry credentials at the same time. The approach is more demanding than a standard high school track and our students graduate having had a high school experience that turns into a bridge to the regional workforce or a head start on a college degree.

Strengthen career readiness initiatives

The program will strengthen career readiness by increasing students' exposure to industry-relevant technology, technical coursework, engineering applications, and project-based learning. The two TECH Hubs, expanded school-controlled technology environment, and partnerships with educational and workforce organizations will provide students with opportunities to apply academic skills in settings that reflect real technical and professional environments.

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)

The initiative will strengthen connections between BHCA's K–12 programs and regional postsecondary opportunities. Dual enrollment, aligned coursework, and partnerships with institutions such as Gulf Coast State College, Florida State University–Panama City, Tom P. Haney Technical College, and Embry-Riddle Aeronautical University will expose students to postsecondary pathways and encourage them to continue their education and technical training within Northwest Florida.

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.**

X Yes ☐ No

The Building a Regional Engineering and Tech Pipeline initiative creates a continuous K–12 pipeline across 5 school campuses. Instead of isolated technology classes, students build computer science, logic, and engineering skills that follow them from kindergarten through graduation. In middle and high school, students spend time in dedicated technical labs working with professional engineering software, programming languages, and advanced infrastructure to move beyond basic computer literacy into real technology skills.

By having technical classes built directly into the regular school day, this program makes it easy for students to earn industry credentials. BHCA completely removes financial barriers for families by providing all textbooks, software access, and testing vouchers on campus at zero cost.

Through the North Bay Haven Career Academy, this project offers career and technical education (CTE) tracks that match state graduation pathways. Students can complete their high school graduation requirements while finishing multi-

course career tracks in growing fields like computer science, aerospace engineering, and health sciences. This structure ensures that students earn a standard high school diploma backed by specialized career skills.

The program connects classroom lessons directly to real local jobs. By building the TECH Hubs, students practice in real-world professional environments using industry-standard tools like Autodesk Fusion 360, Python coding setups, and Adobe Creative Suite. This hands-on experience improves student career readiness, allowing graduates to enter the workforce with skills that carry immediate value and lead to stronger starting salaries.

To create a complete K–20 system, this initiative uses formal academic paths to guide talented students toward local colleges and universities. Through dual-enrollment classes and aligned lessons, students are prepared to smoothly transfer their high school credits and CAPE certifications into degree programs at regional schools right here in our area. This creates a reliable local talent pool that directly feeds into our local and state post-secondary programs. The result is also a flexible foundation of technical and problem-solving skills that students can apply across multiple employers, occupations, and industries throughout Northwest Florida.

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

Bay County Escambia County, Franklin County, Gulf County, Okaloosa County, Santa Rosa County, Walton County, and Wakulla County

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

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

Economic Recovery

Bay County continues to face long-term economic recovery challenges stemming from the major disasters of the BP Oil spill, Hurricane Michael, and the Covid pandemic. The local job market has shifted significantly. This program will offer immediate access to 3,300+ students to modern career training for high paying jobs, creating a direct financial lift for local families.

This program eliminates the financial barriers for families by providing all specialized technical software, device access, and industry exam vouchers directly on campus at zero cost to the families. This will save local households external training fees.

Economic Diversification

The project supports economic diversification by developing skills applicable to industries beyond Northwest Florida's traditional tourism and service economy. Students will receive preparation relevant to computer science and information technology, cybersecurity, aerospace and defense, engineering, robotics, and advanced manufacturing.

Rather than preparing students for a single occupation or employer, the program develops transferable technical competencies that can support multiple industries. This broader technical talent base can strengthen the region's ability to support existing employers while improving its readiness for future technology- and engineering-focused economic development.

Enhancement of the disproportionately affected counties

This project expands the technical capability of Bay County by building infrastructure across 5 distinct school environments. It establishes a formal sharing system to ensure that the academic and economic benefits extend beyond our immediate student body to surrounding rural areas.

The tech hubs will modernize regional infrastructure in 5 separate school campuses with advanced networking systems, high-speed devices, 3D printers, and drone simulation systems.

BHCA hopes to open its curriculum modules and host specialized professional learning workshops for educators from neighboring rural, disproportionately affected counties.

Enhancement of a Targeted Industry
The initiative directly supports workforce preparation in technology and engineering intensive sectors important to Northwest Florida, including aerospace and defense, information technology, cybersecurity, engineering, and advanced manufacturing.

BHCA's partnerships with regional educational institutions will help align student preparation with postsecondary and workforce expectations. The presence of major regional employers and assets, including Tyndall Air Force Base and the Naval Surface Warfare Center Panama City Division, further demonstrates the

importance of developing a local workforce with strong computing, engineering, cybersecurity, and technical problem-solving skills.

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.**

X Yes ☐ No

This project is a major expansion of our existing career and technical education (CTE), computer science, engineering, and STEAM programs. Currently, BHCA offers stand-alone technology, engineering, and digital electives at the middle and high school levels. These classes function as isolated courses rather than a coordinated and intertwined system.

The proposed program will expand and strengthen existing programs in several ways:

- **Earlier Student Exposure:** Computer science, computational thinking, engineering design, and STEAM concepts will be introduced earlier, allowing students to build technical and problem-solving skills throughout their K–12 experience.
- **Expanded and Aligned Curriculum:** Existing technology and CTE opportunities will be connected through a more coordinated progression from foundational skills to advanced computer science, engineering, aerospace, and other technical pathways.
- **School-Controlled Technology:** The project will provide school-controlled student devices and teacher laptops. BHCA will have enough school-provided computers available in classrooms so students will not need to rely on personally owned devices to participate fully in technology-based instruction.
- **Two TECH Hubs:** Two specialized TECH Hubs will provide dedicated environments for hands-on computer science, engineering, robotics, and STEAM instruction.

- **Additional Personnel and Infrastructure:** Eight new instructional and technical positions, along with expanded networking capacity, will provide the additional support necessary to implement and maintain the expanded program.

The proposed Triumph award will supplement, not supplant, existing funding sources. BHCA currently uses FEFP and other operating revenues to support existing personnel, instructional programs, technology, and campus operations. Those existing expenditures will continue and will not be replaced by Triumph funding.

Triumph funding will provide the additional resources necessary for the five-year Phase 1 expansion, including $3,066,050 for eight new positions, $4,122,000 for devices and technology refresh, $440,000 for two TECH Hubs, and $79,944.00 for networking equipment, for a total Phase 1 investment of $7,707,994.00.

Following Phase 1, BHCA will incorporate the expanded program into its regular planning and budgeting process and evaluate available recurring revenues, including FEFP, eligible CAPE funding, and other state and local resources, to support continued operations. This approach allows Triumph funding to serve as the startup investment that expands BHCA's existing programs without replacing funding currently committed to established educational services.

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.**

The training for this program will use a hybrid delivery model, combining in-person classroom instruction, hands-on technology labs, and computer-based curriculum software.

Student Training and Instruction
All student training is embedded directly into the regular school day master schedules. It will be delivered face-to-face in traditional classrooms and specialized innovation labs at our two main physical school sites in Bay County:

- **The Bay Haven Campus (Panama City, FL):** In-person instruction for grades K–8 at Bay Haven Elementary School and Bay Haven Middle School.

- **The North Haven Campus (Panama City, FL):** In-person instruction for grades K–12 at North Bay Haven Elementary School, North Bay Haven Middle School, and the North Bay Haven Career Academy.

Students will use interactive, computer-based learning platforms and industry software (such as Autodesk Fusion 360, Python coding environments, and Adobe Creative Cloud) directly on their on-campus 1:1 devices and workstations.

Teacher Professional Development

Professional training for our faculty will be delivered in partnership with Florida State University (FSU) ASCENT and inSPIRE.

- **In-Person Hubs:** Faculty will participate in face-to-face training cohorts, curriculum alignment days, and summer workshops hosted locally at the FSU Panama City campus and within our own on-campus technical hubs**.**
- **Computer-Based Delivery:** Teachers will also access ongoing virtual training modules, specialized technical coaching, and collaborative digital learning portals to maintain their certifications.

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

Anticipated enrolled students:

- **Elementary school (K-5):** Approximately 1,500 students annually across Bay Haven and North Bay Haven.
- **Middle school (6-8):** Approximately 1,000 students annually across Bay Haven and North Bay Haven.
- **High school (9-12):** Approximately 800 students annually at North Bay Haven

Anticipated completers:

As the program reaches full implementation, BHCA anticipates approximately 120 high school students annually will complete advanced technical pathways and graduate with some combination of specialized coursework, industry-recognized credentials, dual-enrollment credit, and/or other career and postsecondary preparation.

During the five-year Phase 1 period, BHCA will track:

- Student enrollment and participation in program-supported courses and pathways;
- Completion of defined CTE and technical pathways;

- Industry certification attempts and credentials earned;
- Dual-enrollment participation and credits earned; and
- High school graduation and subsequent postsecondary or workforce outcomes, when available.

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

- **Anticipated beginning date**: August 1, 2027
- **Anticipated end date**: June 30, 2031

- Instruction is delivered daily throughout a standard 18-week school semester.

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

BHCA, Inc. has designed the Building a Regional Engineering and Tech Pipeline initiative so that the five-year Triumph investment establishes the personnel, technology, infrastructure, and instructional capacity needed to launch and institutionalize the program. Sustainability will be supported through the following strategies.

Integration into BHCA's Operating and Budget Planning
During the five-year Phase 1 period, Triumph funding will support eight new instructional and technical positions, school-controlled student and teacher technology, two TECH Hubs, and expanded networking infrastructure.

As Phase 1 progresses, BHCA will incorporate the program into its regular academic, technology, and financial planning processes. Following the grant period, ongoing personnel, technology, maintenance, and instructional needs will be evaluated annually and supported through available recurring revenues, including FEFP and other eligible state, local, and operating resources.

Technology Lifecycle Planning

The five-year Phase 1 budget includes $4,122,000 for devices and technology refresh, allowing BHCA to address both initial technology deployment and planned refresh needs during the grant period.

BHCA will establish centralized inventory, maintenance, security, device management, and replacement procedures during Phase 1. These systems will provide the foundation for managing the technology beyond the grant period and allow future replacement needs to be incorporated into BHCA's regular technology and capital planning.

The two TECH Hubs and networking infrastructure are long-term assets that will continue supporting computer science, engineering, robotics, and STEAM instruction beyond the initial grant period.

CAPE and Other Eligible Funding

Industry certification opportunities may generate eligible CAPE-related funding under Florida's applicable education funding programs. To the extent allowable and available, these and other eligible revenues such as the CAP grant, may be used to support continued career and technical education needs, including certifications, instructional technology, software, equipment, and related program expenses.

Train-the-Trainer and Internal Capacity

BHCA will strengthen long-term instructional capacity through a train-the-trainer approach. Partnerships with FSU ASCENT and inSPIRE, Gulf Coast State College, Embry-Riddle Aeronautical University, and other educational partners will help BHCA faculty strengthen their technical knowledge and instructional practices.

Teachers who receive advanced training will share knowledge and instructional strategies with other BHCA educators, creating internal expertise that can be used to support new and existing faculty. This reduces long-term dependence on outside professional development providers and helps preserve program knowledge as personnel change.

Long-Term Program Integration
Sustainability will ultimately depend on making computer science, engineering, mathematics, and STEAM instruction part of BHCA's regular educational model rather than treating the initiative as a temporary grant-funded program.

By the conclusion of the five-year Phase 1 period, BHCA expects to have established instructional pathways, trained personnel, school-controlled technology environment, two TECH Hubs, network infrastructure,

partnerships, and management systems necessary to support continued implementation, which may include writing another Triumph grant.

Triumph funding therefore serves as the startup investment that builds long-term institutional capacity, while BHCA's regular planning, budgeting, partnerships, and available recurring funding sources provide the framework for sustaining the program beyond the grant period.

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

See **Table 2**

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

X Yes ☐ No

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

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

ADDENDUM FOR AD VALOREM TAX RATE REDUCTION:

Not applicable

ADDENDUM FOR LOCAL MATCH REQUIREMENTS OF SECTION 288.0655, FLORIDA STATUTES

Not applicable

ADDENDUM FOR LOCAL ACTION PLAN

Not applicable

ADDENDUM FOR ADVERTISING/PROMOTION

Not applicable

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: Bay Haven Charter Academy, Inc.

Name and Title of Authorized Representative: CEO

Representative Signature: Brittany Lewis

Signature Date: September 18, 2026

Appendices

Appendix A:

BHCA, Inc Audit

Appendix B:

Table 1:

Test	Year taken	Number of students taking the test	Number of students who passed the test	Percentage who passed
ADESK032 - Autodesk Certified User - Fusion 360				
	22-23	54	30	56%
	23-24	23	10	43%
	24-25	17	9	53%
	25-26	19	15	79%
ADOBE022 - Adobe Certified Associate in Visual Design Using Photoshop				
	22-23	1	1	100%
COMPT001 - CompTIA A+				
	22-23	11	7	64%
	23-24	3	3	100%
COMPT006 - CompTIA - Network+				

	23-24	1	1	100%
COMPT008 - CompTIA Security+				
	22-23	11	7	64%
	23-24	1	1	100%
COMPT018 - CompTIA IT Fundamentals				
	22-23	34	12	35%
	23-24	11	0	0%
	24-25	1	0	0%
	25-26	11	7	64%
DUCKS001 - Ecology Conservation and Management Certification				
	24-25	41	40	98%
	25-26	85	82	96%
FLFBR007 - Agriculture Associate				
	22-23	2	2	100%
	24-25	8	4	50%
	25-26	52	29	56%
INTUIT002 - Entrepreneurship and Small Business				
	23-24	4	3	75%
	24-25	15	14	93%
	25-26	15	14	93%

KNOWL002 - WordPress Certified Edition				
	24-25	1	1	100%
	25-26	1	1	100%
NATHA009- Certified Clinical Medical Assistant (CCMA)				
	23-24	1	1	100%
	24-25	8	7	88%
	25-26	19	14	74%
NRAEF003 - Certified Food Protection Manager - ServSafe				
	22-23	71	52	73%
	23-24	72	60	83%
	24-25	57	50	88%
	25-26	50	41	82%
PROSO031 - Certified Internet Web (CIW) Social Media Strategist				
	22-23	1	1	100%
	24-25	4	4	100%
PROSO803 - ICT Multimedia Essentials				
	20-21	1	0	0%
PROSO805 - ICT Web Design Essentials				
	20-21	32	17	53%

PROSO807 - ICT Communications Essentials				
	20-21	1	0	0%
PROSO808 - ICT Cybersecurity Essentials				
	20-21	1	1	100%
PROSO809 - ICT Spreadsheet Essentials				
	20-21	1	0	0%
PROSO810 - ICT Word Processing Essentials				
	20-21	1	0	0%
USINS001 - Small UAS Safety Certification				
	23-24	1	1	100%

Possible Future Certifications
ADOBE023 Adobe Certified Professional in Video Design
ADOBE024 Adobe Certified Professional in Visual Design
ADOBE025 Adobe Certified Professional in Web Design
INTUT001 QuickBooks Certified User
AMSPT002 Certified Phlebotomy Technician
NATHA002 Certified EKG Technician
CERTI012 Information Technology Specialist - Python
CERTI016 Information Technology Specialist (ITS) – Artificial Intelligence
CERTI017 Information Technology Specialist (ITS) – Computational Thinking
KNOWL001 Python Coding Specialist

MICRO017 Microsoft Office Specialist: Microsoft Office 2016 Master Specialist (Requires Word Expert, Excel Expert, PowerPoint, and Access or Outlook)
SALES001 Salesforce Certified Administrator
KNOWL801 Python Coding Apprentice (PCA)
KNOWL802 Coding Foundations
PROSO801 ICT – Database Essentials
PROSO802 ICT – Gaming Essentials
PROSO803 ICT – Multimedia Essentials
PROSO804 ICT – Programming & Logic Essentials
PROSO805 ICT – Web Design Essentials
PROSO806 ICT - Communications Essentials
PROSO807ICT - Computing Essentials
PROSO808 ICT - Cybersecurity Essentials
PROSO809 ICT - Spreadsheet Essentials
PROSO810 ICT - Word Processing Essentials
PROSO811 ICT - Fundamentals
PROSO812 ICT - Digital Citizenship and Ethics
PROSO813 ICT - Introduction to Artificial Intelligence (AI)

Appendix C:

AMENDED AND RESTATED BYLAWS OF BAY HAVEN CHARTER ACADEMY, INC.

AMENDMENT TO AMENDED AND RESTATED BYLAWS OF BAY HAVEN CHARTER ACADEMY, INC.

AMENDED AND RESTATED BYLAWS OF BAY HAVEN CHARTER ACADEMY, INC.

Appendix D:

Personnel

Role	Job description	FTE	Paygrade	2026 Base Salary (Low End)	2026 Total w/ ~30% Fringe	Notes
Instructional Specialists	Job Description	3	219	66,100	257,790	AI Integration / STEAM support
Computer Science/STEAM/Engineering Teachers		3	Instructional Schedule 1	51,000	198,900	New CS/Engineering courses
Instructional Technologists	run tech hub/ conduct professional learning for teachers in the areas of technology, computer science, and STEAM	1	instructional schedule 1	51,000	66,300	TECH Hub management & PD
CTE Data & Certification Coordinator		1	220	69,400	90,220	Certification tracking & CAPE reporting
Total New Hires		8	—	—	613,210	Fully sustainable post-2030 via FEFP/CAPE

Average per year.

Tech Hub Set Up

Item	Qty (Hubs)	Price per Hub	Total	Notes
Renovation & Furniture (desks, seating, storage)	2	150,000	300,000	Repurposed media centers – no new construction
Interactive 4K Displays / Smart Boards	2	15,000	30,000	One per hub
Elementary STEAM / Robotics Kits (2 hubs)	2	25,000	50,000	Age-appropriate kits
Middle School Engineering Kits (2 hubs)	2	30,000	60,000	Robotics, coding, design tools
TECH Hub Subtotal	—	—	440,000	

Networking Equipment

Item	Qty	Unit Price	Total
C9200L-48PXG 4X-EDU (48-port PoE+)	5	8,663.99	43,319.95
C9200L-STACK -KIT (Module + Cable)	5	761	3,805
C9300X-24HX-EDU (24-port Multigig)	1	14,584.99	14,584.99
C9300X-NM-8 M (8x 10G/mGig Module)	5	2,219.99	11,099.95
STACK-T1-50C M (StackWise-1T Cable)	5	121.99	609.95
SFP-10G-SR (10GBASE-SR SFP+ Module)	7	295	2,065
CON-SNT-C920 0L4X (SmartNet 8x5xNBD)	5	656	3,280
CON-SNT-C930 0X24 (SmartNet 8x5xNBD)	1	1,180	5,900
Networking Subtotal	—	—	79,944.84

Device and Refresh Plan

Year	Plan		Breakage	Google License	Total
1	Initial Buy (4,000 devices)	2,000,000	60,000	168,000	2,228,000
2	Charging carts for devices	210,000	0	0	210,000
3	Desktops	300,000	60,000	0	360,000
4	Maintenance	0	60,000	0	60,000
5	Maintenance	0	60,000	0	60,000
4	Refresh Phase 1 (1,000)	500,000	60,000	42,000	602,000
5	Refresh Phase 2 (1,000)	500,000	60,000	42,000	602,000
	—	—	—	—	4,122,000

Appendix E:

MANUEL & THOMPSON, P.A.

PROFESSIONAL ASSOCIATION
ATTORNEYS AT LAW

Jay W. Manuel Δ*†
Lauren K. Sparks
Zachary B. Taylor †
R. Waylon Thompson Δ*†

314 Magnolia Avenue
Panama City, FL 32401
P: 850.785.5555
F: 850.785.0133

May 29, 2026

TO: Honorable Members of the Triumph Gulf Coast, Inc. Board of Directors

RE: Triumph Gulf Coast Project #369- Bay Haven Charter School et al

Dear Honorable Members:

Please accept this letter as a recommendation for The Havens Charter Schools to be a most deserving recipient of this grant - Project 369.

As you may know, Bay Haven Charter Academy and North Bay Haven (The Havens) have been at the forefront of educational excellence in our local community for over two decades. These schools have continually demonstrated excellence in all areas of education, excelling particularly in the STEM field. Because of this proven track record, I believe The Havens would be a wonderful recipient of this grant. They are well positioned to provide workforce skills in engineering and computer sciences as we move into the age of artificial intelligence; these skills have never been more needed.

I can personally attest to the quality of The Havens' programs, as I have four children who have been students at one or both of the schools. The leadership at The Havens has long demonstrated a commitment to excellence in the exact areas this grant would support. This grant would greatly support our community's ongoing need for a quality modern workforce.

For these reasons, I respectfully request that The Havens be strongly considered for this grant.

Thank you for your ongoing work for our community.

Sincerely,

Zachary B. Taylor

ZBT/mp

* Also Member Alabama Bar | Δ Also Member Georgia Bar | † Board Certified Civil Trial Lawyer by the Florida Bar
Δ Board Certified in Civil Trial Law - National Board of Trial Advocacy

McNEIL—CARROLL
ENGINEERING, INC.
PROFESSIONAL ENGINEERING CONSULTANTS

September 17, 2026

Triumph Gulf Coast, Inc.

I am writing with support regarding Bay Haven Charter Academy, Inc's application pursuing a major new regional initiative titled "Building a Regional Engineering and Tech Pipeline". This project will create a robust K-12 engineering and computer science pipeline. It will equip 3,300+ students with high-demand, transferable workforce skills and industry certifications that directly align with and support Bay County's regional economic growth. It will also allow them to drastically upgrade the technology used in their school, finally making them a 1:1 school for devices and incorporating tech hubs for all campuses. We all recognize the tremendous value of collaboration in preparing students for future careers and supporting regional economic growth.

It is my pleasure to highly recommend and support Bay Haven Charter Academy Inc's application and highlight the critical importance of this pipeline to regional workforce development and economic vitality. Please feel free to reach out with any questions you may have.

Sincerely,

McNeil Carroll Engineering, Inc.

Robert Carroll, P.E.
Vice President

Panama City
475 Harrison Avenue, Suite 200
Panama City, FL 32401

mcneilcarroll.com

Panama City Beach
17800 Panama City Beach Parkway
Panama City Beach, FL 32413

CLEMONS COMPANY
Employee Benefits Group

September 16, 2026

Triumph Gulf Coast Board Members
Triumph Gulf Coast, Inc.

Dear Triumph Gulf Coast Board Members:

I am pleased to write in support of Bay Haven Charter Academy's application for funding for **Building a Regional Engineering and Tech Pipeline**

As a Past President of the Bay County Chamber of Commerce and a former Mayor, I have been actively involved in supporting economic development in our region for more than 30 years. Bay County possesses many strengths that make it an attractive location for new and expanding industries. However, one of the most critical components of sustained economic growth is a highly skilled workforce equipped with expertise in science, technology, engineering, and related fields.

Through collaboration with key community and industry partners, Bay Haven Charter Academy is uniquely positioned to provide students with artificial intelligence and computer science training, as well as industry-recognized certifications. This initiative will help prepare a future workforce capable of supporting emerging industries while creating meaningful opportunities for the children of our community.

It is also important to recognize that Bay Haven has established a culture of excellence that is evident throughout the organization. From the strong leadership of its administrators to the dedication of its teachers and the engagement of its students, the school's commitment to achievement is clear. Most notably, this commitment has been demonstrated through years of outstanding academic performance and student success.

I am confident that Bay Haven Charter Academy will be a reliable and impactful partner in supporting new industry growth while helping Bay County's young people reach their highest potential. I respectfully encourage your favorable consideration of this funding request.

Sincerely,

Scott Clemons
The Clemons Company
A Florida United Benefits Advisors Firm

BETTER BENEFITS for BETTER EMPLOYEES
850-763-4451 | 800-207-8046 | Fax: 850-769-5110 | 560 Harrison Ave, Panama City, Florida 32401 | www.ClemonsCompany.com

September 16, 2026

Triumph Gulf Coast, Inc.
Project #369 Building a Regional Engineering and Tech Pipeline

Dear Members of Triumph Gulf Coast,

On behalf of the Board of Directors of Bay Haven Charter Academy, Inc., I am pleased to offer our strong support for the Building a Regional Engineering and Tech Pipeline project and its application for funding through Triumph Gulf Coast.

As Chair of the Board of Directors, I recognize the importance of preparing our students not only for success in school, but also for the opportunities and workforce demands that will shape the future of Bay County and the greater Northwest Florida region. This initiative represents an important investment in that future.

The proposed project will establish a robust K–12 engineering and computer science pipeline designed to provide more than 3,300 students with meaningful opportunities to develop high-demand, transferable skills in engineering, computer science, technology, and related fields. The inclusion of industry-recognized certifications and career connected learning will help students build tangible skills and credentials that can serve them well as they pursue postsecondary education, technical training, military service, and careers.

We believe this work is particularly important as our region continues to grow and diversify its economy. Developing a strong local talent pipeline in engineering, technology, and computer science can help ensure that students have the skills necessary to participate in and contribute to that growth. Just as importantly, exposing students to these fields at an early age can help them envision career pathways that they may not otherwise consider.

The Board of Directors is proud to support this effort and believes that Building a Regional Engineering and Tech Pipeline aligns with the broader goal of strengthening educational opportunities, workforce readiness, and long-term economic vitality throughout our region.

We respectfully encourage Triumph Gulf Coast to give this project full consideration. We are grateful for the opportunity to support an initiative that has the potential to make a meaningful and lasting difference for our students, our school, and the communities we serve.

Sincerely,

Joyce G Wilson
Chair, Board of Directors
Bay Haven Charter Academy, Inc.