Triumph Gulf Coast, Inc. Application for Funds

THE SEASIDE SCHOOL™

**Seacoast Collegiate High School &
Seaside Neighborhood School**

November 2024

Applicant Information

1.   Name of Entity/Organization: The Seaside School, Inc.

2.   Background of Applicant Individual/Entity/Organization:

The Seaside School, Inc., opened in 1996 and is the oldest continually operating public charter school in the State of Florida, located in the Walton County School District, and most recently ranked as the #1 combination public charter school in the state. Seaside School, Inc. serves over 500 students in grades 5 through 12. The Seaside School, Inc.'s Seaside Neighborhood School currently serves students grades 5 through 8. The Seaside School, Inc.'s Seacoast Collegiate High School (SCHS) currently serves students in 9 through 12 grades, offering students the ability to graduate high school with an associate degree from Northwest Florida State College ("NWFSC" or "College").

3.   Federal Employer Identification Number: 59-3282809

4.   Contact Information

Primary Contact: Tom Miller
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5.   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.

The Seaside School, Inc. is the sole applicant for this grant. The success of our project is deeply anchored in our collaboration with NWFSC, which will provide staffing and expertise to SCHS leadership. This partnership will enhance dual enrollment opportunities in South Walton, benefiting our students and all future Walton County dual enrollment high school students, traditional college students, and adult learners.

6.   Total amount of funding requested from Triumph Gulf Coast: $9,557,500

7.   Has the applicant in the past requested or applied for funds for all or part of the proposed project/program?
 Yes   No

If yes, please provide detailed information concerning the prior request for funding, including:
•   the date the request/application for funding was made;
•   the source to which the request/application for funding was made,
•   the results of the request/application for funding, and
•   projected or realized results and/or outcomes from prior funding.

There was a pre-application submitted over five years ago for an elementary school expansion, but the expansion never occurred and the application was never filed.

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

The Seaside School, Inc. is a financially stable public charter school with a solid balance sheet and more than

25 years of operation, making it one of the oldest charter schools in Florida. The school consistently maintains a waitlist for all grades served (5th-10th). With over two million dollars in reserves, the school recently secured a bond to complete the construction of two of the three buildings planned for its expansion. The Seaside School operates on an annual budget of six million dollars, which is projected to increase by an additional two million over the next four years.

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

The Seaside School, Inc. meets all financial requirements in accordance with the 2023 required independent audit as a 501(c)(3). Copies of Seaside's and NWFSC's 2013 audits are attached.

It is imperative to note, as a 501(c)(3) nonprofit and an independent charter school, The Seaside School, Inc. holds the same financial responsibilities as public school districts and government entities. Every year, we must hire an independent auditor to conduct a comprehensive review of our financial practices. This audit ensures our accountability to our stakeholders and compliance with legal standards. The audit process involves several critical components:

1. **Financial Statements**: This includes the preparation and review of basic financial statements, government-wide and fund financial statements, along with detailed notes.
2. **Management Discussion and Analysis (MD&A)**: Management provides an analysis and discussion of the school's financial activities, offering context and insight into the financial data.
3. **Supplementary Information**: Required supplementary information, aside from the MD&A, is included to provide additional context and transparency.
4. **Single Audit Section**: For charter schools that receive federal funds, this section evaluates the school's compliance with federal grant requirements.
5. **Management Letter**: The auditor provides a letter to management outlining any findings, observations, or recommendations for improvement.
6. **Management's Response**: Our management team responds to any findings and outlines steps for resolution, demonstrating our commitment to continuous improvement.
7. **Independent Auditor's Report**: This final report addresses our internal control over financial reporting, compliance, and other matters, ensuring we meet high standards of financial responsibility and transparency.

These annual audits align our financial accountability with the standards of public school districts and government entities, ensuring our community and stakeholders that we are responsible stewards of public and private resources. As a final note, The Seaside School, Inc. has no findings in its audit report, reflecting our commitment to rigorous financial oversight and accountability. A copy of our 2023-204 audit report and Management Letter is attached for your review.

10.   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? If yes, please identify the entity or individual that field for bankruptcy and the date of filing.
 Yes   No

Eligibility

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

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

☐   Ad valorem tax rate reduction within disproportionately affected counties;

☐   Local match requirements of s. 288.0655 for projects in the disproportionately affected counties;

☐   Public infrastructure projects for construction, expansion, or maintenance which are shown to enhance economic recovery, diversification, and enhancement of the disproportionately affected counties;

☐   Grants to local governments in the disproportionately affected counties to establish and maintain equipment and trained personnel for local action plans of response to respond to disasters, such as plans created for the Coastal Impacts Assistance Program;

☒   Grants to support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. Eligible programs include those that increase students' technology skills and knowledge; encourage industry certifications; provide rigorous, alternative pathways for students to meet high school graduation requirements; strengthen career readiness initiatives; fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors; and, similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission of Education, encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties;

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

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

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

To increase educational attainment in Walton County and provide a key asset to the Northwest Florida region, the Seaside School, Inc., requests an investment of $9,557,500 to develop and expand projects at our campus located at 109 Greenway Trail, Santa Rosa Beach, FL 32459. An investment from Triumph Gulf Coast to execute a transformational project, titled "Dream Big Walton County: Equipping Young Adults for Any College or Career Path They Choose" will enhance access to educational and entrepreneurial opportunities, significantly benefiting the disproportionately affected counties. Aligning educational programs with local demand is essential for equipping students with durable life skills and critical industry competencies that meet the needs of the local economy and community.

The primary goal of the project is to achieve several key long-term outcomes for our region: increased educational attainment, higher median household income, increased per capita income, and decreased poverty rates. By providing access to quality education and workforce training, we aim to equip individuals with the skills and knowledge needed to secure better employment opportunities. This, in turn, will lead to an increase in household and per capita incomes, enhancing the overall economic well-being of the community. To realize these long-term outcomes, Dream Big Walton County is laser-focused on aligning educational programs with local demand to equip students with durable life skills and critical industry competencies. We seek funding to fully equip new STEM and CTE classrooms, purchase furnishings and equipment for high-quality academic and workforce instruction, and hire personnel, including CTE specialists, technology experts, success coaches, and enhanced STEM teaching staff. This investment will expand our capacity to offer comprehensive training, including career and technical skills and certificates, resulting in a long-term

positive impact.

The Dream Big Walton County project focuses on two expansions. The first includes an expansion of SCHS's current academic building to enhance our capacity to increase high school enrollment. Secondly, SCHS and NWFSC are working together to create a dual enrollment and workforce education center at NWFSC's South Walton campus. NWFSC approved a 40-year ground lease agreement with Seaside Schools, Inc. to reinvigorate this campus. The goal of this partnership is to provide Walton County high school students with the opportunity to earn postsecondary credentials locally through a combination of in-person and online courses. The college facility will be open to students from all Walton County high schools and others seeking college-level courses and workforce training.

With over 80,000 square feet of educational space, the center will feature classrooms and lab spaces for both SCHS and NWFSC. Additionally, there will be opportunities for external academic and life skills programming through project partners or other local, regional, and national organizations. By the 2029-2030 school year, SCHS will increase its annual high school enrollment **from 209 to over 560 students**, reflecting a 168% increase. The graduating cohorts will expand **from 50 to 150 students**, a 200% increase. Additionally, the number of dual enrollment students will grow **from 100 to 300 annually** over the next five years, representing a 200% increase. Specifically, SCHS and NWFSC will serve students through the following programs.

Expanded Associate of Arts (A.A.) Pathways for SCHS Students
With Dream Big Walton County, we intend to build on our existing partnership by expanding an A.A. track that includes student attainment of industry-recognized credentials. In addition to preparing students to qualify for Bright Futures, we will also provide a pathway for A.A. students to use their elective coursework to enroll in courses that result in industry-recognized credentials. Enrollment in the A.A. degree program is projected to grow from 50 to over 125 students per cohort by the 2029-2030 school year. The number of A.A. degrees awarded annually will increase from 30 to more than 85 annually. Attainment of these A.A degrees will have a significant impact on not just the future readiness of these young adults, but their overall well-being and provides a foundation for traditional life milestones (graduating debt free and highly skilled).

New Associate in Science Degrees - Business Administration (A.S.) Degree for SCHS Students
SCHS students who enroll in an A.S. degree program in Business Administration. Starting in grade 10 at SCHS, A.S. students will take up to two dual enrollment courses each fall and spring semesters. In grades 11 and 12, they will balance their high school courses with dual enrollment courses each fall and spring. These programs are designed to prepare students for immediate entry into the job market, qualifying them for high-demand, high-wage careers. Furthermore, students who complete the A.S. in Business Administration can either start their own business, join the workforce highly skilled, or transition seamlessly into upper-division university programs in various business-related fields, such as accounting, finance, marketing, and management.

The 60-credit-hour A.S. in Business Administration program provides graduates with a foundational understanding of business principles and practices, preparing them for entry-level positions in various business fields or further education. In addition to providing an overview of essential business topics, the A.S. program develops students critical thinking, problem-solving, communication, and teamwork skills while also providing work-based learning opportunities. Within disproportionately affected counties, annually there are more than 550 jobs that are aligned with this program, with salaries ranging from $24.55 to $41.38. Embedded within this A.S. degree are multiple business related College Credit Certificate (CCC) to enhance the graduates skillsets and resume.

Lightcast analysis supports the expansion of workforce training programs in business administration for Walton County. Demand for Business Operation Specialists (13-1199), Management Analysts (13-1111), and other business-related occupations (11-2011; 13-1161) is among the highest in the region in Florida. In other

words, the area is a hotspot for these occupations, with an average 4,500 jobs, compared to a national average of 3,100. Moreover, the job posting activity is higher in this region for these occupations, compared to the national average. The national average is 61 job postings/month, while there are 72 job postings/month here. Lastly, unique monthly postings continue to outpace estimated hires per month, demonstrating unmet demand that may otherwise be satisfied by the expansion of these postsecondary programs in South Walton.

Small businesses are the backbone of Northwest Florida's economy, accounting for 99.8% of all businesses in the state and employing over 41% of the private workforce. These entrepreneurs and business owners bring incredible energy and innovation to our community, but they also face significant challenges that impact their long-term success.

Nationally, only about 25.6% of small businesses survive past 10 years, often due to common hurdles like:

• Management Inexperience: Leadership skills are essential to making effective decisions and adapting to changes.
• Poor Planning: Without a clear and realistic business plan, businesses may find it hard to navigate obstacles.
• Market Misalignment: Successfully serving a customer base requires a strong understanding of market needs and trends.
• Lack of Capital: Many small businesses struggle to access the funding they need to grow.

Our commitment to addressing these gaps starts with experiential and practical education programs and opportunities. That's why we're embedding internships, mentoring opportunities, and service learning projects in conjunction with our new Associate in Science Degree - Business Administration (A.S.) for students, allowing them to earn this credential by the time they graduate high school. The program is designed to build essential skills in areas like finance, leadership, and strategic planning, so graduates can step confidently into the workforce or pursue further education.

This new A.S. in Business Administration program will empower our students with the knowledge and skills to support local businesses as an entry level employee, career ready employee, or becoming a business owner. Whichever path they choose, they will be ready to help build a more resilient and thriving small business community in Northwest Florida. By aligning our educational programs with the needs of the local economy, we're preparing the next generation to overcome challenges, drive innovation, and contribute meaningfully to our region's future.

Launched in the fall of 2025-2026 (the first in the region), our business program expansion project aims to enroll between 18 and 24 students in 9th grade annually in the A.S. in Business Administration program. Ultimately, we strive to build a four-year cohort model of 96 total students. With our current graduation rates, over 75 percent of these students are expected to complete the A.S. degree program starting with the first graduating class in the spring of 2029. SCHS aims for greater than 95% percent of completers to be fully employed or continuing their education in a trade school or Bachelors Degree program within 90 days of their high school graduation.

Industry Certifications for SCHS Students

Our high school program offers students the invaluable opportunity to earn multiple industry certifications that enhance both their career readiness and academic appeal. Spanning fields like technology, business, science, and engineering, these certifications prepare students to meet the demands of high-growth industries, providing them with a competitive edge as they enter the workforce or pursue further education.

Research shows that candidates with certifications, such as *CompTIA Tech A+*, *CompTIA Security+*, and *Microsoft Azure AI Fundamentals*, are significantly more likely to secure interviews and promotions in

technology-driven roles, with a **50% higher likelihood of advancement in the first year alone**. Similarly, certifications in AI and cybersecurity are essential in a workforce increasingly focused on digital innovation, cybersecurity, and artificial intelligence. Students trained in these areas acquire the precise skills employers look for on resumes, as indicated by trends across LinkedIn profiles and industry job postings. For those pursuing **business and entrepreneurship**, certifications like *QuickBooks* and *Entrepreneurship and Small Business* develop practical skills in finance, management, and operations that are integral to business success.

Alongside these certifications, our curriculum emphasizes **durable life skills**—critical thinking, adaptability, teamwork, and effective communication—which are seamlessly embedded within coursework to support our students' overall development. These life skills ensure that students can navigate real-world challenges confidently and collaborate effectively in any career path. By cultivating both technical expertise and these universally valued traits, we prepare our graduates to excel in any field they choose.

Furthermore, our program provides hands-on **internship opportunities** in fields such as AI, cybersecurity, conservation, and engineering. These internships allow students to apply their certifications in professional settings, gaining real-world experience and insight into industry practices. Guided by our network of **industry mentors**, students receive personalized advice on career planning, resume building, and navigating higher education pathways. Mentorship from experienced professionals helps students align their certifications with their career goals and supports them in making informed decisions about their futures.

These combined experiences—industry certifications, life skills, internships, and mentorship—create a powerful foundation for our students. Whether they choose to enter the workforce directly, pursue a four-year university, or attend trade school, our graduates are equipped with a well-rounded resume, practical skills, and real-world experience. They stand out as resilient, capable leaders, ready to make meaningful contributions to their fields and communities.

Table #1 on the next page shows a full list of credential offerings that will be available to students as part of the programmatic expansion. The postsecondary degrees will be taught by NWFSC while the the secondary certifications will be available to students as elective courses taught by Seacoast Collegiate High School. Students will have access to these industry credentials at no cost to them or their families. This model creates a college-educated workforce at the same time as it would traditionally take to produce high school graduates, accelerating individuals into in-demand careers without the cost burden associated with additional postsecondary education.

Table #1. Dream Big Walton County Credential Offerings

Postsecondary Degrees (Expanded and New)	
Expanded A.A. degree	Includes biliteracy seal, Bright Futures eligibility, and work-based learning certifications
New A.S. in Business Administration	Includes certifications and work-based learning certifications
Secondary Certifications (Expanded and New Seacoast Collegiate HS)	Eligible for Cape
Management	
Google Suite Digital Digital Tools	Yes
Technology	
ICT - Introduction to Artificial Intelligence (AI) (PROSO813)	Yes
CompTIA Tech A+ (COMPT001)	Yes
CompTIA Security+ (COMPT008)	Yes
Microsoft Certified: Azure AI Fundamentals (Micro124)	Yes
Coding in Minecraft (*PRODL801*)	Yes
Business and Management	

Entrepreneurship and Small Business (INTUT002)	Yes
Master Entrepreneurship Certification (INTUT003)	Yes
Bookkeeping	Yes
Quickbooks Certified User (INTUT001)	Yes
Engineering	
RECF Robotics Certification (RECFN002)	Yes
Small UAS (sUAS) Safety Certification: Level 1 (*USINS001)*	Yes
Visual Line of Sight System Operator (VSO) Ground (*USINS002)*	Yes

Note: By 2030, industry certification attainment is expected to increase from 103 to over 550 annually, representing a 428% increase through secondary courses and acceleration camps.

Expanded Programming for SCHS Students
The Dream Big Walton County Credential Offerings project will include additional programming designed to enhance Seaside School students' educational experience by developing additional skills and providing further opportunities for growth.

New Associate in Science Degree - Business Administration (A.S.)

Immediate Career Readiness: The A.S. degree in Business Administration equips students with practical business knowledge and management skills, making them workforce-ready right out of high school. Graduates are qualified for entry-level positions in fields like administration, operations, sales, and retail management, enabling them to start their careers earlier and gain valuable work experience.

- **Enhanced College Admission Prospects**: Earning an associate degree alongside a high school diploma demonstrates ambition, discipline, and academic readiness to college admissions committees. This can set students apart from other applicants, particularly when applying to competitive four-year universities, as it shows a solid foundation in business and transferable college-level coursework.
- **Foundation for Advanced Studies**: The A.S. degree in Business Administration gives students a strong foundational knowledge in business principles, making them better prepared for more advanced business courses if they choose to pursue a bachelor's or even an MBA in the future. They start their undergraduate studies with an academic advantage in core areas like management, marketing, finance, and accounting.
- **Transferable Skills for Any Career Path**: Skills learned in an A.S. in Business Administration program—such as communication, project management, problem-solving, and leadership—are valuable across nearly all industries. This versatility means that even if students don't pursue a business career, the competencies gained from the degree will serve them well in diverse professional settings.
- **Networking and Mentorship Opportunities**: Dual enrollment programs often connect students with college instructors, professionals, and mentors in the business field. These relationships provide valuable networking opportunities that can lead to internships, mentorships, and future job placements, giving students a head start in building a professional network.
- **Increased Earning Potential**: Studies show that individuals with an associate degree typically earn more than those with only a high school diploma. For students who enter the workforce directly, the A.S. degree can lead to higher starting salaries and better job prospects, increasing their earning potential from a young age.
- Overall, an Associate in Science Degree: Business Administration (A.S.) degree in Business Administration gives dual enrollment students a comprehensive blend of business acumen, practical skills, and career flexibility, setting them up for academic and professional success.

Cybersecurity Certifications: Providing cybersecurity certifications as an elective to an Associate Degree program offers numerous professional advantages, significantly enhancing students' career readiness, employability, and earning potential. Here's how:

1. **Increased Job Market Demand**: Cybersecurity is one of the fastest-growing fields globally, with businesses across all sectors seeking skilled professionals to protect their digital assets. Cybersecurity certifications positions graduates for roles in a high-demand industry, giving them a competitive advantage in fields like IT, finance, healthcare, and government.
2. **Broader Career Pathways**: Cybersecurity knowledge complements a variety of roles, especially in IT support, network administration, business management, and operations. Certifications such as *CompTIA Security+* provides specialized skills that make graduates suitable for cybersecurity-focused roles or add valuable expertise to traditional IT and business roles, expanding their job options.
3. **Enhanced Earning Potential**: Cybersecurity professionals often earn higher salaries than peers in general IT roles due to the specialized skills required. Even at the entry level, those with cybersecurity certifications tend to have greater earning potential, as organizations are willing to invest more in employees who can protect them from costly security breaches.
4. **Immediate Employability and Career Readiness**: Many cybersecurity certifications are well-recognized industry standards, such as *CompTIA Security+*. Graduates holding these certifications demonstrate job-ready skills, which can reduce on-the-job training costs for employers and make graduates attractive candidates for immediate hire.
5. **Resilience in a Technology-Driven Economy**: As technology continues to advance, businesses face more complex and sophisticated cyber threats. Cybersecurity certifications ensure that graduates are equipped with up-to-date skills and practices, making them highly adaptable to new security challenges. This resilience is valuable for long-term career success in the evolving tech landscape.
6. **Pathway to Advanced Roles and Further Education**: Cybersecurity certifications provide a foundation for further professional certifications and higher-level roles in information security, network security, and data protection. Additionally, students with a strong base in cybersecurity may pursue advanced degrees or specialized certifications which open doors to roles in management, auditing, and consulting.
7. **Relevance Across Industries**: Cybersecurity skills are relevant and valued in virtually every sector, including finance, healthcare, education, and government. Professionals with cybersecurity expertise are indispensable assets, as they protect organizations' sensitive data, intellectual property, and customer information from security breaches. This cross-industry demand increases job stability and professional versatility for graduates.
8. **Skill Diversification and Problem-Solving Abilities**: Cybersecurity certifications instill technical, analytical, and problem-solving skills that are invaluable across various business contexts. Learning how to identify vulnerabilities, secure networks, and respond to threats equips students with a proactive, solution-oriented mindset, which is beneficial even in non-security roles.

Incorporating cybersecurity certifications into an associate degree program enriches graduates' skill sets, enhances their employability, and empowers them with a unique blend of technical and problem-solving abilities, setting them up for diverse and rewarding career paths in today's digital-first world.

Artificial Intelligence Certifications: Adding artificial intelligence (AI) certifications to dual enrollment programming provides students with cutting-edge skills in a high-demand field, making them attractive candidates for future academic and professional opportunities. AI certifications expose students to foundational knowledge in machine learning, data analysis, and automation, equipping them to excel in STEM fields and industries increasingly reliant on AI technologies. Additionally, these certifications foster critical thinking and technical problem-solving abilities that are beneficial across a wide range of careers, enhancing students' adaptability in a rapidly evolving job market.

Here are additional short and long term benefits to our students:

Introduction to Artificial Intelligence (AI) (PROSO813)

- **Lateral Entry Employees**: Earning an AI certification makes students more attractive for entry-level tech roles, as it provides foundational knowledge of AI principles. Employers value this baseline understanding, especially as more industries integrate AI solutions into operations, making students more versatile and capable of contributing to innovative projects early in their careers.
- **College Students**: This certification gives students a head start in AI-related courses, positioning them as knowledgeable peers with a grasp of essential AI concepts, which can lead to opportunities for academic projects or internships in AI, data analysis, and machine learning.
- **Professionals**: Professionals with an AI certification are seen as more adaptable and forward-thinking, especially as industries increasingly depend on AI technologies. This credential signals a readiness to work in cutting-edge roles and opens doors to further specialization in high-demand AI fields.

CompTIA Tech A+ (COMPT001)

- **Lateral Entry Employees**: The CompTIA A+ certification is widely recognized as a benchmark for IT skills. As entry-level employees, students with this certification are equipped to troubleshoot and maintain computers, which makes them eligible for support roles, service technician positions, and IT help desk jobs.
- **College Students**: For college students, the CompTIA A+ certification provides foundational IT skills that support a wide range of academic fields, especially in STEM. Students may also find this certification useful for securing on-campus tech support jobs or internships, reinforcing their studies with practical, in-demand IT skills.
- **Professionals**: For those pursuing careers in IT, CompTIA A+ demonstrates a solid understanding of essential technology skills. It also serves as a stepping stone for more advanced certifications, enhancing employability in IT roles, especially for positions in systems administration, technical support, and network management.

CompTIA Security+ (COMPT008)

- **Lateral Entry Employees**: CompTIA Security+ is a globally recognized cybersecurity certification that provides entry-level knowledge in network security, risk management, and threat response. This credential qualifies students for security-focused roles, such as junior security analyst or IT security specialist, even at the beginning of their careers, given the high demand for cybersecurity skills.
- **College Students**: As college students, having CompTIA Security+ gives them a leg up in courses on cybersecurity, networking, and computer science. It also broadens internship opportunities in fields like cybersecurity, risk management, and government, where cybersecurity knowledge is increasingly prioritized.
- **Professionals**: In the professional world, CompTIA Security+ offers a strong foundation in cybersecurity practices, preparing individuals for roles in information security and compliance. It's often a baseline requirement for cybersecurity positions, offering potential for advancement into higher roles, such as cybersecurity analyst or information security manager.

Microsoft Certified: Azure AI Fundamentals (Micro124)

- **Lateral Entry Employees**: This certification signals a working knowledge of AI concepts within the Microsoft Azure cloud platform, making students viable candidates for roles that involve cloud technologies, data analysis, and AI. With many businesses now using Azure, this credential can

make them valuable assets in companies looking to leverage cloud-based AI solutions.
- **College Students**: College students with Azure AI Fundamentals certification are well-prepared for classes on cloud computing, AI, and data science. They also gain access to internships or assistant roles that focus on Azure services, giving them a unique skill set in cloud-based AI applications that many students don't possess.
- **Professionals**: As professionals, Azure AI Fundamentals sets the stage for roles involving cloud-based AI applications, data analysis, and automation. It qualifies individuals to work on AI-powered projects within Azure, which can lead to career paths in cloud architecture, data engineering, and machine learning, where expertise in AI-driven solutions is highly valued.

Each of these certifications not only equips students with specific technical skills but also enhances their employability, academic readiness, and professional growth. By earning them, students become more competitive candidates, better prepared for complex roles in rapidly evolving tech sectors.

- Increase Technology Skills: Northwest Florida State College's postsecondary credentials are based on the Florida Department of Education's curriculum frameworks and training that is developed in partnership with local industry professionals. These frameworks are developed with statewide input from industry and educators to assure the instructional content addresses the knowledge and skill requirements of the modern workforce.

Business Focused Certifications:

Adding certifications in Entrepreneurship and Small Business, Master Entrepreneurship, Bookkeeping, and QuickBooks Certified User to an Associate degree program as a dual enrollment student provides substantial advantages:

1. **Entry-Level Job Opportunities**: These certifications make students attractive candidates for entry-level roles in business, finance, and administration. With bookkeeping and QuickBooks skills, students can pursue positions such as accounting assistant, administrative support, or business operations specialist. Many small businesses and startups particularly value these competencies, as they are essential for day-to-day financial management and business organization.
2. **Four-Year University Preparedness**: For students planning to transfer to a four-year university, these certifications demonstrate a commitment to developing real-world skills, which can enhance college applications and scholarship opportunities. Students enter business, finance, or entrepreneurship programs with practical experience, allowing them to excel in advanced courses and stand out among their peers.
3. **Trade School Readiness**: For those choosing trade school, certifications like QuickBooks and Bookkeeping offer immediately applicable skills that align with business and finance-focused vocational programs. Students may qualify for advanced standing or bypass introductory classes, reducing time and costs to complete their training while enhancing their readiness for roles in bookkeeping, office management, or financial operations.
4. **Entrepreneurship and Starting a Business**: For aspiring entrepreneurs, these certifications provide a strong foundation in financial literacy, business planning, and management strategies. The entrepreneurship certifications foster an entrepreneurial mindset, teaching students to identify opportunities, develop business plans, and manage finances effectively—essential skills for starting and sustaining their own businesses.

Incorporating these certifications into an Associate degree program allows dual enrollment students to gain versatile skills that open doors across multiple paths, from immediate job placement and trade school advancement to enhanced university preparation and entrepreneurial success.

Strengthen STEM Career and Medical Readiness:

Adding certifications in the STEM fields will offer numerous professional advantages, significantly enhancing students' career readiness, employability, and earning potential. Here's how:

1. **Interdisciplinary Skillset**: These certifications cultivate analytical skills, critical thinking, and research capabilities—skills that are highly applicable to medical and nursing programs. Exposure to the scientific processes and data-driven decision-making involved in ecology and natural resource management strengthens a student's ability to approach medical studies with a comprehensive understanding of how environmental and human health are interlinked.
2. **Competitive Edge for Higher Education**: Many medical and nursing programs value candidates who bring diverse, interdisciplinary knowledge. Having certifications in environmental sciences can make students more attractive to degree programs by demonstrating their commitment to understanding health holistically, including the environmental impacts on communities. This perspective aligns with the preventive and community health focus that many nursing programs emphasize.
3. **Enhanced Workforce Readiness**: These certifications provide hands-on knowledge that builds workforce readiness skills—particularly useful in roles involving health inspection, conservation education, or outreach within healthcare organizations. They also foster a sense of environmental stewardship that is valuable in healthcare, as sustainability becomes increasingly prioritized in medical settings, especially in areas like sustainable healthcare practices and waste management.
4. **Networking and Mentorship Opportunities**: Participation in certification programs often includes collaboration with conservation organizations and environmental specialists. Students can build networks in both environmental and health fields, enhancing their understanding of health-related ecological issues and creating connections that could benefit them in medical careers.

Florida Seal of Biliteracy

Earning the Florida Seal of Biliteracy offers both short-term and long-term benefits that enhance students' academic profiles and career prospects, especially when paired with additional industry certifications. We aim to grow by 5% annually over the next four cohorts graduating with one-third of our graduates by 2030 (50 students) earning their Florida Seal of Biliteracy. Here's how this credential empowers graduates:

Short-Term Benefits

- Enhanced College Applications: The Seal of Biliteracy demonstrates a high level of language proficiency, making students more competitive candidates for four-year universities. It signals a commitment to global communication skills, which appeals to admissions committees, particularly for programs in international relations, business, health sciences, and other fields that value cultural competency.
- Broadened Internship and Entry-Level Opportunities: Bilingual students often qualify for roles that require or prefer dual-language proficiency, such as customer service, administrative support, and roles in healthcare and hospitality. When combined with certifications in fields like *QuickBooks*, *Cybersecurity*, or *AI*, the Seal of Biliteracy can make students highly desirable for internships or entry-level positions where language skills and technical expertise are beneficial.
- Preparation for a Multilingual Workforce: The Seal of Biliteracy enables students to communicate effectively in multicultural environments, a valuable skill in Florida's diverse and growing job market. Students who are biliterate can immediately apply their language skills in work settings, improving their ability to interact with a broad range of clients and colleagues.

Long-Term Benefits

- Professional Advancement and Career Versatility: Bilingual employees often receive priority for

advancement and promotions, particularly in fields like healthcare, business, technology, and education, where multilingual skills are highly valued. Graduates with the Seal of Biliteracy, coupled with industry certifications in AI, cybersecurity, business, and bookkeeping, bring a unique combination of language and technical skills that enhance their versatility and appeal across industries.

- Higher Earning Potential: Research consistently shows that bilingual professionals earn higher salaries than their monolingual counterparts, with some estimates suggesting up to a 20% salary increase for bilingual roles. When paired with industry certifications, this earning potential is further amplified, as bilingualism combined with technical skills like cybersecurity or business management creates high-demand, specialized candidates.
- Expanded Global Opportunities: The Seal of Biliteracy supports students' long-term goals by opening doors to international opportunities, such as study-abroad programs in college, international internships, or even global career options. It also enhances eligibility for competitive scholarships, especially those that prioritize cultural competency or aim to develop global leaders.
- Strengthened College and Career Readiness: For students who choose to pursue higher education, the Seal of Biliteracy can often earn them college credits in language courses, reducing their course load and costs. Paired with their associate degree and industry certifications, students enter college with a robust skill set that allows them to excel academically and network with professionals and peers from diverse backgrounds.

In summary, the Florida Seal of Biliteracy, alongside industry certifications, provides dual enrollment students with powerful short-term advantages in terms of college admissions and entry-level job readiness, as well as long-term benefits for career advancement, earning potential, and global opportunities. This combination of language and technical skills positions graduates as adaptable, well-rounded professionals ready to succeed in an increasingly interconnected world.

Durable Life Skills.

Based on an analysis of 80 million job postings from the last three years, seven (7) of the 10 most requested skills are durable skills. Starting in Fall 2024, our Portrait of a Graduate conversations will identify the critical skills and attributes necessary for ensuring students are future-ready. These competencies will be informed by America Succeeds' efforts to integrate durable skills into education pathways, helping a broader group of learners succeed in their careers and communities. We will embed research-based programming into existing curriculum around developing durable skills for our high school students. We aim to have greater than 90% Seaside School students graduate with mastery in durable life skills.

- Ambassadors of Innovation. Our students will have the chance to work closely with inspiring individuals through its Access to Innovators Program. This initiative will recruit local and national leaders in STEM, technology, business, health, and entrepreneurship to serve as "Mentors in Residence," regularly engaging with students on campus. These mentors will guide students through projects, holding monthly Thinking Partner sessions to present updates, receive feedback, and solve problems. While the program aims to develop students into strong industry leaders, it places a key focus on teaching essential life skills.
- Junior Innovators. The Junior Ambassadors Program empowers high school students to mentor underclassmen and middle schoolers, guiding them through service learning projects while instilling durable life skills and leadership. By fostering peer connections and promoting personal growth, the program equips young leaders with the tools they need to succeed both in and out of the classroom, creating a culture of mentorship and excellence throughout our school community.
- College and Career Coaching and Mentoring: Our college application support team will provide monthly workshops and work sessions to assist students in developing their application and essay,

matching their strengths and skills to a degree program that will take them closer to their career goals. To maximize opportunity, grant and scholarship writing workshops will be held to provide them a greater opportunity for a debt free advanced education or start-up grant to fuel their business.

We believe the Dream Big Walton County will support current and future local businesses, provide employment and internship opportunities, and offer an expanded curriculum with career-technical skills and certificates, leading to a long-term positive impact. Through this project, we will enhance the local workforce by addressing current and future skills gaps and ensuring local businesses have the talent they need to recover and grow. The project's focus on high-growth industry clusters will diversify the local economic base, enhancing economic stability. With the support of this grant, we are committed to being the catalyst for greater change in the community.

Timeline: We began expanding our campus to grow our school enrollment in the fall of 2023. This included the piloting of new certifications and electives in the areas of business and technology. We anticipate full enrollment and full program implementation by the 2027-2028 school year and maximizing our certification opportunities annually. Table #6 provides a deeper overview.

Counties Impacted: We currently enroll students from Walton, Okaloosa County and Bay Counties.

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

The invigorated NWFSC campus in Walton County will enhance access to educational and entrepreneurial opportunities that will transform the disproportionately affected counties served by Triumph Gulf Coast. Dream Big Walton County will also support current and future local businesses, provide employment and internship opportunities, and offer an expanded curriculum with career and technical skills and certificates that will result in a transformational impact. This project will triple the number of college-educated students in the current Walton County workforce, contributing toward higher levels of attainment than the baseline attainment rates shown in the figure below.

Residents Aged 25-64 with Degree or Credential
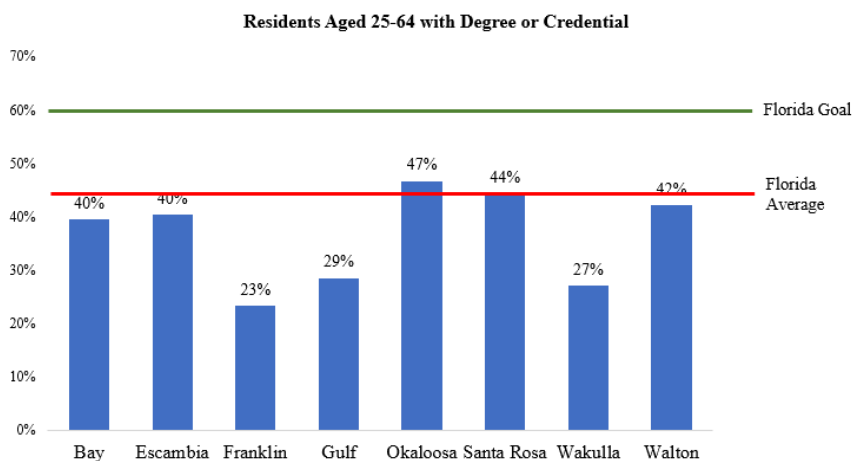
Figure 1. Residents Aged 25-64 with Degree or Credential[1]

Students who attain degrees and certifications gain a wide array of personal and financial benefits. Many employers establish a postsecondary certificate or degree as a minimum qualification for specific fields, particularly those that demand technical skills and specialized knowledge attainable only through college education. On average, college graduates earn significantly more over their lifetimes compared to those with

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[1] https://9a33652e.rocketcdn.me/wp-content/uploads/2024/06/Florida_2022.pdf

only a high school diploma. This increased income can lead to greater financial stability and opportunities.[2] **In Walton County, a worker with a bachelor's degree earns 55.8% more per year than a worker with a high school education.**[3] Students attaining A.A. degrees have an accelerated path toward a baccalaureate degree. The same is true for A.S. completers who choose to continue their education—with the added benefit of having a degree required for employment. Additionally, certifications attained by SCHS students and other Walton County residents through the Dream Big Walton County will contribute to skilled labor.

Similarly, our region will reap numerous advantages when our residents have access to postsecondary education. An educated workforce is more productive and innovative, driving economic growth. Higher levels of education correspond to lower levels of unemployment and poverty, so in addition to contributing more to tax revenues than others do, adults with postsecondary education are less likely to depend on public benefits programs. Higher education is also associated with lower smoking rates, personal health benefits, lower incarceration rates, and higher levels of civic participation, including volunteer work, voting, and blood donation.[4]

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

Seaside School, Inc., is the oldest operating charter school in Florida, having opened in 1996 shortly after the passage of charter school legislation as Seaside Neighborhood School. In 2013, a second campus was founded to expand the scope and service of the original charter. from grades 5-8 to eventually serve grades 5-12. The school grew by adding a grade each year until the high school served 9th through 12th grades. In 2016, SCHS graduated its first class of seniors—each receiving a high school diploma and an associate degree from NWFSC. As a charter school, Seaside School, Inc. continuously adapts its educational model to meet community needs. Walton County, one of the fastest-growing counties in Florida, has driven the school's expansion in enrollment.

The Seaside School has established itself as a model of academic excellence, offering a unique blend of traditional school experiences within a small, flexible, and academically rigorous environment. As the highest-performing public school in Walton County, Seacoast consistently ranks among the top 10 charter schools in Florida, demonstrating exceptional student outcomes and a commitment to fostering high academic standards.

Our success is evident across multiple metrics. Seacoast students rank in the top 2% of academic performance statewide in multiple categories, reflecting the effectiveness of our focused and supportive learning environment. More than 65% of our students graduate with an Associate's Degree, providing them with a significant head start in their college careers. Additionally, we maintain an impressive pass rate exceeding 95% on all End-of-Course and AP exams in math and science, underscoring our commitment to rigorous STEM education and academic achievement.

Seacoast's commitment to excellence has yielded long-term success, providing students with a strong foundation for future academic and career pursuits. Our focus on high expectations, student support, and personalized pathways positions Seacoast Collegiate High School as a leading example of what is possible in public charter education.

The existing partnership between SCHS and NWFSC has resulted in significant positive outcomes for our students and families. In 2023, 100% of our graduates (n=59) were accepted into a college or university to pursue degrees. Of those, 44 students simultaneously earned the high school diploma with the A.A. degree

[2] https://research.collegeboard.org/media/pdf/education-pays-2004-full-report.pdf
[3] https://floridacollegeaccess.org/wp-content/uploads/2024/06/Walton-_2022.pdf
[4] https://research.collegeboard.org/media/pdf/education-pays-2004-full-report.pdf

from NWSFC, accumulating more than 3,300 college credits. Students benefited from entering with junior standing and their families saved more than $760,000 in college tuition. Adding to this financial savings, the class secured an outstanding $3,648,845 in scholarships, showcasing both academic prowess and dedication. Noteworthy is the fact that 34% of the students received the Bright Futures scholarship, earning an additional $260,000 in tuition-free college credits as a graduating class.

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

The long-term impact of this project on disproportionately affected counties will be measured by tracking several key outcomes related to educational access, workforce development, economic growth, and community well-being.

1. **Educational Access and Achievement**: One of the primary measures of success will be the increase in the number of college educational and career opportunities through dual enrollment. By expanding dual enrollment to an additional 200 Walton County high school students annually, we can monitor high school graduation rates, Associate's Degree completions, workforce certifications obtained across multiple fields like AI technology (coding, cybersecurity), bachelors and post degree success. These metrics will reflect Walton County's enhanced access to higher education and expanded pathways for students aiming for careers in both local industries and advanced studies.
2. **Workforce Development and Economic Growth**: The project's success will also be gauged by its contribution to workforce readiness and employment rates. By tripling the number of college-educated individuals entering the Walton County workforce, we aim to reduce the local labor shortage that currently impacts business growth and hours of operation. Employment placement rates, job creation, and the diversity of new industries attracted to Walton County will serve as key indicators. Local businesses and agencies will benefit from workforce training programs aligned with their needs, directly impacting the vitality of the local economy.
3. **Impact on Local Business and Entrepreneurial Opportunities**: The expanded Northwest Florida State College (NWFSC) campus in Walton County will provide increased access to career-technical skills, certificates, and entrepreneurial training. Success in this area will be measured by tracking new business registrations, internship placements, and the number of local entrepreneurs and business leaders emerging from these programs. The project's influence on Walton County's entrepreneurial ecosystem and the resulting business growth and employment opportunities will be a major indicator of its effectiveness. In addition, Walton County has one of the lowest populations of Bright Young Professionals residency. It is our goal for our graduates to work and live in Walton and surrounding counties.
4. **Economic and Community Impact**: On a broader scale, economic impact studies will measure outcomes associated with Walton County's in-county higher education center. By bringing more residents into stable, higher-wage careers, we anticipate a ripple effect on the local economy and overall quality of life. Long-term metrics, such as the percentage of college-educated adults employed full-time, the reduction in government expenditures per capita, and increased tax revenue generated from higher earnings (projected at over $270,000 per graduate over a lifetime), will capture the financial impact on the community.

Attending college can increase household income by providing individuals with the education and skills needed to access higher-paying jobs. College graduates often have a competitive edge in the job market, leading to better employment opportunities and the potential for career advancement. As a result, the cumulative effect of higher salaries, career growth, and job security leads to an increase in household income, improving the quality of life for individuals and their families. To that end, this project's long-term impacts to the disproportionately affected counties will include:
- Increased educational attainment;
- Increased median household income;

- Increased per capita income; and
- Decreased poverty rates.

The baseline measurements are provided in Table #2.

Table #2. Baseline Measurements for Disproportionately Affected Counties[5]

	Attainment Rate	Median household income (in 2022 dollars), 2018-2022	Per capita income in past 12 months (in 2022 dollars), 2018-2022	Persons in poverty, percent
National	**47%**	**$75,149**	**$41,261**	**12%**
Florida	**44%**	**$67,917**	**$38,850**	**13%**
Disproportionally Affected Counties*	**36%**	**$68,446**	**$36,018**	**14%**
Bay	40%	$65,999	$36,868	12%
Escambia	40%	$61,642	$33,656	16%
Franklin	23%	$58,107	$31,433	18%
Gulf	29%	$56,250	$30,011	18%
Okaloosa	47%	$73,988	$40,002	8%
Santa Rosa	44%	$84,715	$39,143	9%
Walton	42%	$74,832	$45,348	11%
Wakulla	27%	$72,035	$31,683	12%

* Calculations are unweighted.

Only one county in Triumph's service area currently exceeds Florida's educational attainment rate of 44%. The attainment rates range from 23% (in Franklin) to 47% (in Okaloosa), with the average being 36% across all eight (8) counties. Okaloosa is the only county that matches the national attainment rate. Walton County's rate of 42% falls below the Florida and national averages.

The average median household income across the disproportionately impacted counties is $68,446, with Walton County's average household income being $74,832. These figures fall below the national average income of $75,149. Only one county—Santa Rosa—exceeds the national average. Similarly, the per capita income in the past 12 months for disproportionately affected counties of $36,018 falls below the Florida and national averages.

Lastly, the poverty rate ranges from 8% to 18%, with the average poverty rate being 14% in the disproportionately affected counties. This represents one percentage point higher than the Florida average

[5] https://9a33652e.rocketcdn.me/wpcontent/uploads/2024/06/Florida_2022.pdf and https://www.census.gov/quickfacts/fact/table/

(14%) and two percentage points higher than the national average (12%), suggesting there is still work to be done in the region to reduce poverty.

By closely monitoring these measures, we will ensure that this project not only addresses the immediate educational and workforce needs of Walton County but also fosters sustained economic growth, workforce stability, and enhanced quality of life for its citizens. This approach will provide a holistic view of how the project benefits Walton County as a disproportionately affected region, supporting a stronger and more resilient future.

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.)

An investment from Triumph Gulf Coast would establish the foundation for a transformational program, poised to deliver long-term benefits to our region for generations of graduates. This funding will cover start-up expenses, including upfitting STEM and CTE classrooms and laboratory spaces, and acquiring essential equipment and furnishings for classroom facilities. Additionally, the investment will support the recruitment and equipping of skilled instructors and key personnel, including specialists in technology and business leadership to not just lead classrooms but act as success coaches. For long-term sustainability, the program will integrate recurring costs such as maintenance, staffing, and utilities into its regular operations through existing revenue streams. Operating funds from the Florida Education Finance Program (FEFP), based on the number of full-time (FTE) students enrolled, will serve as a primary funding source. With the expanded enrollment, and strategic plan to be debt free from construction costs within five fiscal years, the school will be self-sustainable through its primary funding. Additional funding will come from CAPE, with 2,510 industry certifications eligible for secondary funding funding on the Florida CAPE Industry Certification Funding List over the duration of the project. As the program demonstrates its effectiveness, we anticipate attracting further investments from local businesses, philanthropic organizations, and government agencies to support continued success.

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

Table #3. Dream Big Walton County Project Deliverables

Deliverables	Measurement
Acquire equipment, supplies, and technology to support student learning and operations.	We will document this deliverable through receipts, purchase orders, documentation of inventory of equipment and supplies, photographic/video evidence, etc.
Hire professionals for key positions including instructors, career counselors, coaches, etc.	We will document this deliverable by providing employment, onboarding, and payroll records or other employment data.
Enroll students in courses and programs that result in a valuable credential.	We will document this deliverable by providing enrollment data by grade level demonstrating enrollment in dual enrollment programs and enrollment in courses resulting in industry certifications.
Support student attainment of valuable credentials.	We will document this deliverable by providing completion data, which may include student transcript records, copies of student certifications or diplomas, submission records to the Florida

Deliverables	Measurement
	Department of Education for state reporting, etc.

Priorities

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

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

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

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

☐	Partner with local governments to provide funds, infrastructure, land, or other assistance for the project.

☒	Benefit the environment, in addition to the economy.

☒	Provide outcome measures.

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

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

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

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

Table #4. Dream Big Walton County Alignment with Statutory Priorities

Statutory Priority	Dream Big Walton County Walton County Alignment
Increase household income in the disproportionately affected counties above national average household income.	The project aims to boost household incomes by enhancing educational attainment. Students who earn postsecondary credentials significantly out-earn those with only a high school diploma over their lifetimes. Through this project, participants in the disproportionately affected counties will gain transferable, sustainable workforce skills that provide wages above the national average household income.
Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.	The project will enhance Seaside Neighborhood Schools—the middle school campus, Seaside Neighborhood School, and the high school campus, Seacoast Collegiate High School. This enhancement will improve instructional experience quality and increase available seats to accommodate more students. Second, the NWFSC college facility will be open to students from all Walton County high schools and others seeking college-level courses and workforce training.
Benefit the environment, in addition to the economy.	The project seeks to benefit the environment by eliminating unnecessary daily travel for up to 400 dual enrollment Walton County and

Statutory Priority	Dream Big Walton County Walton County Alignment
	surrounding county dual enrollment students and hundreds of adult learners annually by providing a fully functional college campus in South Walton.
Provide outcome measures.	The project will measure enrollment and completion outcomes using the indicators summarized in *Table #6. Timeline of Activities and Milestones*.
Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.	The project reflects a deep partnership with NWFSC to bring postsecondary education into South Walton, which is intended to serve SCHS students, students in Walton County, and adult residents. Students earning an A.A. from NWFSC will benefit from Florida's Statewide Articulation Agreement, as well as NWFSC's general articulation agreements with Florida State University at Panama City and the University of West Florida. Students attaining A.S. degrees through NWFSC will be prepared for direct entry into employment or continuing education.
Are recommended by the board of county commissioners of the county in which the project or program will be located.	On June 22, 2023, Chairman Daniel Glidewell indicated, "The Walton County Board of County Commissioners supports the Seacoast Collegiate High School Dual Enrollment and Workforce Center Expansion at the [South Walton Campus]. We believe this project deserves support because of the community need, the established track record of success, and its innovative model that will be a national example of a successful secondary and postsecondary partnership education." On June 18, 2024, the Walton County Board of County Commissioners reaffirmed its support of this project by authorizing the issuance of up to $40,000,000 in aggregate principal amount of its educational facilities revenue bonds for this project.

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

Table #5. Dream Big Walton County Alignment with Board Priorities

Board Priority	Dream Big Walton County Walton County Alignment
Are considered transformational for the future of the Northwest Florida region.	The project will bring about substantial positive change, fostering educational excellence, economic growth, and community development in Northwest Florida. Expansion of the high school and the NWFSC South Walton campus will result in more students earning postsecondary certificates or degrees and high-value industry certifications. We will transform the region by fostering innovation, entrepreneurship, and economic development.
May be consummated quickly and efficiently.	The project will be launched quickly as construction has already begun, accelerating the overall growth efforts. With foundational work in progress, essential infrastructure is being expanded, providing a head start and minimizing delays. This proactive approach ensures that critical milestones are met promptly, allowing for faster implementation

Board Priority	Dream Big Walton County Walton County Alignment
	of subsequent phases. By having construction already underway, the project benefits from increased momentum, making it possible to move swiftly from the building phase to operational readiness. This headway in construction significantly enhances the project's ability to meet its launch timeline and deliver results efficiently.
Align with Northwest Florida FORWARD, the regional strategic initiative for Northwest Florida economic transformation.	The project is closely aligned with the focus areas and strategies of Northwest Florida FORWARD, particularly "Talent," "Business Vitality," and "Entrepreneurship." Strategy 1.5 is to expand work-based learning and career exploration opportunities for students. We recognize that work-based learning is a proven strategy designed to help students develop career readiness through real-life work experiences. Our committed to graduation plan will ensure that 100% of our four-year cohort graduates will participate in key industry focus programs that include internships, mentorships, and/or practical field experiences.
Promote industry cluster impact for unique targeted industries.	The dual enrollment expansion to include technology focused industry certifications that will create a talent pipeline for IT and artificial intelligence jobs—sectors recognized as targeted industries.
Are located in Rural Area of Opportunity as defined by the State of Florida (DEO).	The expansion site is in South Walton County. Although this site is not within a Rural Area of Opportunity, part of Walton County, specifically Freeport, is designated as such.
Provide a wider regional impact versus solely local impact.	While the project will be in Walton County, the impact is not limited to a single county. Students and residents from other counties may be drawn to the programming offered through the Dream Big Walton County, which has the potential to impact disproportionately affected counties.
Align with other similar programs across the regions for greater regional impact, and not be duplicative of other existing projects or programs.	The project complements rather than duplicates existing educational initiatives, enriching the overall educational ecosystem and enhancing career readiness for participants. SCHS and NWFSC have a proven track record of delivering high-quality educational programming; however, there is an unmet need for additional seats due to space limitations. The expansion will bring unique program offerings to SCHS in Walton County and eliminate unnecessary daily travel to the NWFSC Niceville campus.
Create a unique asset in the region that can be leveraged for regional growth of targeted industries.	A high-performing collegiate charter school—especially one offering degree acceleration opportunities and industry certifications—is a key asset for Walton County's economic growth, as with an expansion to NWFSC's South Walton campus.
Demonstrate long-term financial sustainability following Triumph Gulf Coast, Inc. funding.	Triumph Gulf Coast funds will be used to support initial expenses, including facilities remodeling, construction, equipment, and hiring new staff for the programs. Once all programs have matured and reached full enrollment capacity, revenues from the FEFP will ensure financial sustainability beyond the grant period. Additionally, including career courses leading to industry certification will generate CAPE funding

Board Priority	Dream Big Walton County Walton County Alignment
	revenue from the state.
Leverage funding from other government, public and private entity sources.	Seaside School, Inc. has secured just under $40,000,000 in matching funds to date and will continue to raise funding through grants and strategic partners to ensure the success of this project. The Walton County community is very philanthropic. Seaside School, Inc. has engaged in a capital funding campaign to support the dual enrollment expansion. Additionally, funding from the state will be leveraged to ensure the project's successful implementation and sustainability.
Provide local investment and spending.	Longer term, graduates with high-value postsecondary credentials will realize higher wages—wages that can be used for local investments and spending.
Provide clear performance metrics over the duration of project or program.	Establishing clear performance metrics over the project or program duration ensures its success and accountability. By defining specific, quantifiable indicators of success—certification and degree attainment—we will maintain focus and direction.
Include deliverables-based payment systems dependent upon achievement of interim performance metrics.	The project will include a deliverables-based payment system, ensuring the release of Triumph grant funds is tied to the completion of specific, predefined milestones. These milestones will focus on equipment and technology purchases, to be disbursed upon completed work or copies of contracts, purchase orders, invoices, or other documentation of purchases. As the project progresses, funding will be tied to student achievements, such as credit accumulation and the attainment of industry certifications, certificates, or degrees. This structured approach ensures accountability and transparency, aligning financial support with tangible outcomes and milestones that mark significant progress in the project's development and implementation.
Provide capacity building support for regional economic growth.	Building capacity to support regional economic growth involves a multifaceted approach that includes developing a skilled workforce and fostering innovation. Key strategies include investing in education and training programs to equip the local workforce with relevant skills and competencies needed by regional industries. By providing more students who have obtained credentials in high-demand IT areas and artificial intelligence, we will be supporting a critical regional workforce need.
Are environmentally conscious and business focused.	For in-person classes, students will attend courses at the revitalized NWFSC South Walton Campus, conveniently located on the same grounds as SCHS. This option will be highly valued by our students, who currently must commute approximately 36 miles to the NWFSC Niceville campus. By keeping SCHS students on their school campus for dual enrollment courses, we will save them significant time and money, increase safety by reducing the need for travel, and reduce pollution from single cars traveling daily.

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

Escambia   Santa Rosa   Okaloosa   (Walton)Bay Gulf   Franklin Wakulla

5.   Was this proposed project or program on a list of proposed projects and programs submitted to Triumph Gulf Coast, Inc., by one (or more) of the eight disproportionately affected Counties as a project and program located within its county?
Yes   (No)

If yes, list all Counties that apply:

6.   Does the Board of County Commissioners for each County listed in response to question 5, above, recommend this project or program to Triumph? Please attach proof of recommendation(s) from each County identified.
(Yes)   No

Note: Letters from County Commissioners of Walton and Okaloosa County. Letters are attached as an Appendix.

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.?

Approval from the Seaside School, Inc. Board of Directors, which governs the 501(c)(3) that holds the charter agreement, will need to be obtained to execute an agreement. The Seaside School, Inc. Board voted unanimously on October 17th to approve the grant application. We have requested support from our key partners, NWFSC and Walton County School District. No vote is required from their governing boards.

2.   If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and Triumph Gulf Coast:
A.   Provide the schedule of upcoming meetings for the group for a period of at least six months.
B.   State whether that group can hold special meetings, and if so, upon how many days' notice.

The Seaside School Board of Directors is currently scheduled to meet November 21, and December 19, 2024. We would need 48 hours notice for a special meeting and just "notice" to have an emergency meeting.

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.

Table #6. Timeline of Activities and Milestones

Activities	2025	2026	2027	2028	2029	2030	
Key equipment, supplies, and technology purchased to support student learning.	X	X	X	X	X	X	
Programming with expanded	X	X	X	X	X	X	

SCHS staffing and professional development.							
Full dual enrollment offering in place.		X	X	X	X	X	

Milestones	2025	2026	2027	2028	2029	2030	Totals
Total Number of Industry Certifications Milestones	110	345	455	520	525	555	2,250
Total Number of anticipated College Credit Milestones	150	225	295	340	365	195	1,570
Total Triumph Gulf Coast Grant Milestones							**3,820**

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.

This grant has been reviewed and discussed in multiple subcommittee board meetings over the last 15 months. At the October 17th board meeting, The Seaside School, Inc. board of directors voted unanimously to submit the Triumph Gulf Coast Grant in request of $9,557,500. See the attached draft of the board meeting minutes for verification. In addition, The Seaside School, Inc. Board of Directors secured the following letters of support from local organizational and governmental leaders. The letters are attached as an Appendix.

Table #7. Received Letters of Support

Board of County Commissioners	Supporter
Walton County, Florida | Board of County Commissioners	Boots McCormick | Commissioner, District 1
Walton County, Florida | Board of County Commissioners	Danny Glidewell | Commissioner, District 2
Walton County, Florida | Board of County Commissioners	Donna Johns | Commissioner, District 4
Walton County, Florida | Board of County Commissioners	Tony Anderson | Commissioner, District 5
Okaloosa County, Florida | Board of County Commissioners	Mel Ponder | Commissioner, District 5
Members of Legislation	
Florida House of Representatives	Shane Abbott | State Representative, District 5
Organization	**Supporter**

Northwest Florida State College	Dr. Cristie Kedroski	Interim President
Walton County School District	A.Russell Hughes	Superintendent of Schools, Walton County School District
Walton County Economic Development Alliance, Inc	Ashley Rogers	Chair
Florida's Great Northwest	Jennifer Conoley	President + CEO
United Community	Dewayne Youngblood	SVP Market President
Walton Area Chamber of Commerce	Megan R. Harrison	President and CEO

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.

The Seaside School, Inc. is requesting $ 9,557,500 over five and a half years (2025-2030).

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 Seaside School, Inc. is requesting $9,557,500 from Triumph Gulf Coast based on a total project cost of $29,004,236. This is 33% of the total project cost.

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

Through this transformational project The Seaside School, Inc. is expected to increase the staffing at SCHS by 24 full- and part-time employees. With more teachers, the student-to-teacher ratio will improve, allowing for more personalized attention and tailored instruction, which can significantly boost student performance and engagement. Additional staff, including counselors, advisors, and support personnel, will provide comprehensive support services, addressing students' academic needs. The Seaside School ranks amongst the top places to work in Walton County. Over 60% of employees have worked at The Seaside School for five or more years while 33% have been employed for ten or more years.

New Employee Positions to The Seaside School, Inc over the next five fiscal years.		
Bookkeeping/Quickbooks	Dream Big Coordinator	Robotics Instructor
Cybersecurity Instructor	College Pre-Calc	Environmental Science
AI Instructor	College Success	Digital Suites
Entrepreneur Instructor	Life Skills/Leadership	Service Learning/Internship/Community

		Coordinator
Triumph Grant Manager	STEM Coordinator	College Algebra I
Coding Instructor	C + C Success Coaches	College and Career Counselor
Management Instructor	Programmer/Engineer Instructor	e-Sports
Technology Director	CTE Coordinator	College Tutors (Alumni)

The Seaside School Salary scale is one of the highest in the region. The average wage of a Seaside School, Inc. educator with full time benefits is $84,000. Our scale can be found on our human resources page https://www.seasideschools.net/about/human-resources.

The second category includes jobs for which A.S. degree programs prepare students upon graduation. The A.S. in Business Administration program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business Management and Administration career cluster. The Florida Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) crosswalk contains linkages used to identify postsecondary programs that train students for occupations. For the A.S. in Business Administration, the crosswalk identifies four (4) aligned occupations demonstrated on Table #8. Within disproportionately affected counties, there are more than 550 jobs annually, with salaries ranging from $24.55 to $41.38. We anticipate that 40 students will earn their A.S. degrees in Business Administration within the project period. As the initial cohorts continue to grow beyond the grant period, this number will increase, demonstrating that this project is a valuable investment of Triumph funds to support future growth.

Table #8. Workforce Development Data, 2023 – 2031, Regions 1, 2, and 4[6]

SOC Title	Annual Job Openings	Median Wage Range	Growth	Demand Occupation Lists
11-9051 Food Service Managers	185	$26.33 - $30.84	6%	Statewide & Regional
11-9141 Property, Real Estate, and Community Association Managers	281	$24.55 - $28.79	6%	Statewide & Regional
13-1081 Logisticians	121	$32.45 - $41.38	13%	Statewide & Regional

Note: Excludes Wakulla County. No data on 41-9021 Real Estate Brokers available.

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

[6] https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/ and https://floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections

Yes   No

An investment from Triumph will be used to expand dual enrollment and workforce education in Walton County beyond what is currently possible with existing financial resources. By supplementing our existing budget, the grant will enable us to undertake renovations and new construction, procure advanced equipment, and offer enhanced training and educational opportunities that would otherwise be unattainable. This approach ensures that the Triumph grant funds add value by building upon the solid foundation we have already established, rather than replacing existing resources.

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

A.   Project/Program Costs:

Personnel	$ 11,338,312.00
Construction	$ 15,000,000.00
Equipment	$ 1,012,424.00
Materials and Supplies	842,000.00
Professional Development	$ 261,500.00
Grant Compliance	550,000
Total Project/Program Costs:	**$ 29,004,436.00**

B.   Project Funding Sources:

State Appropriation	$ 9,500,000.00
FEFP	$ 2,887,811.00
CAPE Secondary	$ 1,349,500.00
LCIR	$ 5,000,000.00
Privately Raised	$ 3,070,617.00
Total Amount Requested:	**$ 9,557,500.00**

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

Table #9. Total Project/Program Budget

	Personnel	Construction	Equipment	Materials	Professional Development	Total
2024*	$ 949,844	$ 11,000,000	$ 162,424	$ 25000	$19,000	$ 11,396,268
2025	$ 1,559,062	$ 4,000,000	$ 250,000	$125,000	$ 40,000	$ 5,974,062
2026	$ 2,079,687	$0	$ 180,000	$138,000	$ 47,500	$ 2,445,187
2027	$ 2,142,344	$ 0	$ 145,000	$184,000	$ 47,500	$ 2,518,844
2028	$ 2,287,625	$0	$ 225,000	$200,000	$ 47,500	$ 2,760,125
2029	$ 2,367,750	$0	$ 125,000	$150,000	$ 47,500	$ 2,690,250
2030	$ 1,162,000	$0	$ 25,000	$20,000	$12,500	$1,219,500
Total	$ 11,888,312	$ 15,000,000	$ 1,012,424	$842,000	$ 261,500.00	$ 29,004,236

*More detailed budgets for each category can be found in the Appendices.

Table #10. Triumph Funding Request

	Personnel	Facilities	Equipment	Materials	Professional Development	Total
2025	$ 660,000	$0	$ 250,000	$100,000	$ 40,000	$ 1,150,000
2026	$ 1,040,000	$0	$ 180,000	$100,000	$ 47,500	$ 1,467,500
2027	$ 1,200,000	$ 0	$ 145,000	$150,000	$ 47,500	$ 1,642,500
2028	$ 1,500,000	$0	$ 225,000	$175,000	$ 47,500	$ 2,047,500
2029	$ 1,800,000	$0	$ 125,000	$150,000	$ 47,500	$ 2,222,500
2030	$ 920,000	$0	$ 25,000	$20,000	$12,500	$1,027,500
Total	$ 7,120,000	$0	$ 950,000	$695,000	$ 242,500	$ 9,557,500

*More detailed budgets for each category can be found in the Appendices.

Applicant understands that the Triumph Gulf Coast, Inc. statute requires that the award contract must include provisions requiring a performance report on the contracted activities, must account for the proper use of funds provided under the contract, and must include provisions for recovery of awards in the event the award was based upon fraudulent information or the awardee is not meeting the performance requirements of the award.
(Yes) No

Applicant understands that awardees must regularly report to Triumph Gulf Coast, Inc. the expenditure of funds and the status of the project or program on a schedule determined by Triumph Gulf Coast, Inc.
(Yes) No

Applicant acknowledges that Applicant and any co-Applicants will make books and records and other financial data available to Triumph Gulf Coast, Inc. as necessary to measure and confirm performance metrics and deliverables.

(Yes) No

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

Yes No

ADDENDUM FOR WORKFORCE TRAINING PROPOSALS

1.   Program Requirements

A.   Will this proposal 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.

Yes No

The campuses will be:
The Seacoast Collegiate High School (Walton County)
Seaside Neighborhood School (Walton County)
Northwest Florida State College (Okaloosa County)

B.   Will the proposed program (check all that apply):
☒   Increase students' technology skills and knowledge
☒   Encourage industry certifications
☒   Provide rigorous, alterative pathways for students to meet high school graduation requirements
☒   Strengthen career readiness initiatives
☐   Fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors
☒   Encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties (similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission on Education)

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

Table #11. Strategy for Goal Achievement

Goal	How Goal Will be Achieved
Increase students' technology skills and knowledge	Our students who are pursuing an A.A. degree will have opportunities to earn certifications in IT and related fields—this is particularly beneficial for students who plan to seek an IT-related bachelor's degree. Outside of IT-specific training, all students will benefit from instruction, equipment, and materials enhanced through technology.
Encourage industry certifications	The project will encourage students to attain industry certifications by providing the necessary resources and support to facilitate their success. Students will enroll in courses that are aligned with industry standards, ensuring that students receive relevant and high-quality education. Additionally, students will not bear the costs associated with certification exams, making it more accessible for students to pursue these credentials.
Provide rigorous, alternative pathways for students to meet high school graduation	Over the past 10 years, Seaside School, Inc. has continued to innovate by offering SCHS students the exclusive ability to be full-time dual enrolled students at NWFSC while still receiving the support a high school student

Goal	How Goal Will be Achieved
requirements	requires. Students have earned an A.A. degree along with their high school diploma. With the expansion, students will have the opportunity to earn an A.S. degree in Business Administration and multiple industry certifications.
Strengthen career readiness initiatives	We are adopting a holistic approach to enhancing career readiness initiatives for all students. Beginning in Fall 2024, our Portrait of a Graduate discussions will pinpoint the essential skills and attributes needed to prepare students for the future. Also, through our Seacoast Innovators program, students can engage closely with inspiring individuals. We will bring in a series of "Mentors in Residence" who will regularly interact with and mentor students on campus as part of our Access to Innovators Program. While our aim is to develop students into stronger industry leaders, our primary focus will be on cultivating essential life skills.
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 Seaside School (grades 5-12) performs in the top 2% of all public schools in Florida in science and math proficiency. Ninety-nine percent (99%) of Seaside School achieved a level of mastery on their state level math assessments while 97% achieved a level of mastery on their biology assessment. The project aims to create collaborative opportunities for students and industry leaders to collaborate on STEM projects through STEM camps and off-hours learning opportunities while enrolled in high school. Our counselors, success coaches, and mentors will guide and support students to apply for entry to their college of choice based on the desired profession, with an emphasis on STEM fields. For many students, the Bright Futures Scholarship is a top priority as it provides an affordable path to a bachelor's degree from a Florida College System institution or a state university. In 2024, almost 65% of graduating seniors qualified for the Bright Futures Scholarship. Our students and staff are committed to ensuring that students succeed in class, on standardized tests, and in the community.

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

Yes   No

Dream Big Walton County will equip degree completers with transferable, sustainable workforce skills, including technical proficiency, higher-order reasoning and problem-solving abilities, positive work attitudes, general employability skills, occupation-specific skills, and comprehensive knowledge of their career cluster. Additionally, the secondary and postsecondary certifications—many of which are on the Florida CAPE list—offer skills that are transferable between employers. These credentials and associated skills are designed to meet the needs of employers at the county, regional, and statewide levels, rather than being specific to a single employer.

D.   Identify the disproportionately affected counties where the proposed programs will operate or

provide participants with workforce skills.

All proposed Dream Big Walton County programs will operate in Walton County. However, students commute from and seek employment within all the disproportionately affected counties.

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.

Dream Big Walton County is a major leap forward in transforming the region's economic and workforce capabilities. Through a multi-phased approach, this program will address the following priorities.

- Workforce Education: The expansion will provide a broader array of high-demand workforce programs, helping individuals acquire the credentials needed for in-demand jobs. This initiative can stimulate economic recovery by reducing unemployment and increasing earning potential in disproportionately affected communities.
- Skill Development: While postsecondary credentials can indicate a certain level of knowledge, skills provide a direct, practical demonstration of a candidate's ability to perform job-specific tasks, making them highly valuable to employers. These skills can be demonstrated through the successful attainment of industry certifications recognized by employers—many of which will be offered through this project.
- Employment: With the attainment of certificates, degrees, and high-value certifications, individuals are more likely to find stable employment, reducing the overall unemployment rate and increasing economic stability. Further, graduates of postsecondary programs typically earn higher wages than those with only a high school diploma. This increase in earnings boosts consumer spending, driving economic growth.
- Enhancing Targeted Industries: The Information Technology Certifications align directly with the artificial intelligence and information technology targeted industries. Additionally, IT professionals have a wide range of opportunities and can work across various industries including health care, finance, manufacturing, and transportation/logistics.

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 supplement but not supplant existing funding sources.
Yes   No

As it relates to dual enrollment expansion, while the A.S. in Business Administration are currently offered at NWFSC's Niceville campus to traditional students, this will be the first dual enrollment program in the region launched in partnership with NWFSC. Triumph funds will be dedicated exclusively to expanding programs and upfitting classrooms, and laboratory spaces to accommodate these programs in Walton County. These funds will not be used to offset tuition and fees, as existing dual enrollment funding through the FEFP and the Dual Enrollment Scholarship will cover those costs.

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.

SCHS students enrolling in an A.A. or A.S. degree program will fulfill their degree requirements through a combination of in-person and online courses. For in-person classes, students will attend sessions at the newly renovated NWFSC South Walton Campus, conveniently located on the same grounds as SCHS. This arrangement is especially beneficial for our students, who currently need to travel approximately 36 miles to the NWFSC Niceville campus. By taking dual enrollment courses on the SCHS campus, students will save considerable time and money and improve their safety by reducing travel, which will reduce 100-150 cars from traveling to Niceville daily. For online dual enrollment courses, all classes will be conducted through NWFSC. Students have the flexibility to complete their coursework on the SCHS campus or from their homes. SCHS faculty and counselors will consistently check in with students throughout their online courses to ensure their success and provide essential resources to support their learning.

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

Seacoast Collegiate High School students who meet all dual enrollment admission requirements (pass the PERT Exam and a cumulative 3.0 GPA) will have the opportunity to earn up to 60 college credits prior to their high school graduation. These dual credit hours will be measured and reported "Dual Credit Milestones":

• College Credit Milestone 1: Student has earned 15 college credits applicable to his or her intended major.
• College Credit Milestone 2: Student has earned 30 college credits applicable to his or her intended major.
• College Credit Milestone 3: Student has earned 45 college credits applicable to his or her intended major.
• College Credit Milestone 4: Student has earned 60 college credits applicable to his or her intended major.

Table #12. Projected Annual A.S. Business Administration Enrollment and Milestones Achieved

Grade	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
9th	0	24	24	24	24	24
10th	0	0	24	24	24	24
11th	0	0	0	24	24	24
12th	0	0	0	0	24	24
Calendar Year	2025	2026	2027	2028	2029	2030
Milestones Achieved	0	0	20	65	90	45
Estimated Total College Credit A.S. Milestones Achieved (220)						

Table #13. Projected Annual A.A. Degree Enrollment and Milestones Achieved

Grade	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
9th	100	101	110	110	110	110
10th	75	100	100	110	110	110
11th	65	100	100	115	110	126
12th	67	75	100	110	115	126
Calendar Year	2025	2026	2027	2028	2029	2030
Milestones Achieved	150	225	275	275	275	150
Estimated Total College Credit A.A. Milestones Achieved (1,350)						

The total Credit College Milestones Achieved Over Six Years (1,570). This overall milestone prediction is based on over a minimum of 90% of our students taking and successfully completing 15 Triumph eligible credits per semester. This 90% is based on SCHS historical data of dual enrollment.

*Table #14. **Number of Anticipated Industry Certification Completions***

	Calendar Year	25	26	27	28	29	30	Total Certificates
Management								
	Google Suite Digital Tools	0	20	40	40	40	40	**180**
Technology								
PROSO813	ICT - Introduction to Artificial Intelligence (AI)	0	0	40	60	60	75	**235**
COMPT018	ComptTIA Tech+	0	30	30	40	40	40	**180**
COMPT008	CompTIA Security+	30	30	30	40	40	40	**210**
Micro124	Microsoft Certified: Azure AI Fundamentals	0	30	40	40	40	40	**190**
PRODL801	Coding in Minecraft	0	0	15	20	20	25	**80**
Business Leadership								
INTUT002	Entrepreneur/Small Business	40	50	50	50	50	50	**290**
INTUT003	Master Entrepreneurship (Design for Delight)	40	50	50	50	50	50	**290**
INTUT001	Quickbooks	0	40	40	40	40	40	**200**
	BookKeeping	0	40	40	40	40	40	**200**
Engineering								
RECFN002	RECF Robotics Certification	0	10	10	15	15	20	**70**
USINS001	Small UAS (sUAS) Safety Certification: Level 1	0	10	15	15	15	20	**75**
USINS002	Visual Line of Sight System Operator (VSO) Ground	0	5	5	10	15	15	**50**
Total Certifications per year and over the full project		110	345	455	520	525	555	**2,250**

The total Industry Certifications estimated to be accomplished is **2,250.** This is based on the number of students to be enrolled in each elective or academic course tied to a certification. We estimated the passing rate to range from 50% to 80% based on the school and the state's history. Additional Industry Certification milestones may be reached by non-Seaside School students. These might be private or homeschool students who participate in Seaside School sponsored after-school and summer programs. The Dream Big Coordinator will be responsible for tracking and reporting all milestones reached.

D.   Indicate the length of the program (e.g, quarters, semesters, weeks, months, etc.) including anticipated beginning and ending dates.
The A.S. in Business Administration is a 60 college credits earned over four years (Grades 9-12). We anticipate enrollments in the business program to begin Fall 2025 (starting with a 9th grade cohort). We have attached a curriculum map for the A.S. Business Administration program in the Appendices that breaks down the academic school year courses as well as the four semesters of full time college course work during the junior and senior year.

Our industry certifications will mainly be offered as course electives during the freshman and sophomore years of our students seeking to obtain their A.A. Degree. Additionally, any other SCHS may add on these certifications as supplemental offerings by SCHS during the academic year (i.e. after school clubs or summer camps). We have started to add these electives to our course catalog and anticipate our first certifications in the areas of technology to be achieved in the spring of 2025. Our business certifications launched in the spring of 2024 and will continue to expand annually. Our science and engineering certifications are set to begin in the fall of 2025 and fall of 2026 respectfully. We anticipate having all necessary coursework, clubs and camps to be in place by the start of the 2028-2029 school year.

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

To ensure long-term sustainability, the program will incorporate recurring costs such as maintenance, staffing, and utilities into its regular operations through existing revenue streams. Primary funding will come from the FEFP, which allocates funds based on the number of FTE students enrolled. Additional support will be provided by CAPE Industry Certification funding and annual grant applications to fund our special projects. In addition, our Foundation has a rich history of identifying philanthropic partnerships that will be working to support the sustainability and growth of the program.

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

Our current success, based on nine years of graduation cohort data, allows us to predict at least 75% of our students graduate with their Associates Degree per year. Based upon enrollment projections, we anticipate having 732 high school graduates over the next six years that will earn (550) college degrees. In addition, as noted in Table 14, we anticipate every student graduating with a minimum of three industry certifications while other students may earn up to five.

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

Yes   No

Table #15. Local Match Revenue Sources

		Total
State Appropriation	Fund received in the Florida annual budget to expand the SWFSC campus.	$ 9,500,000
FEFP	State per-pupil funds received through the expanded enrollment.	$2,887,811
CAPE Secondary	Funds received for the successful completion of approved industry certifications.	$1,349,500
LCIR	State appropriated funds received through the Local Capital Income Revenue.	$5,000,000
Privately Raised Funds	Funds raised by The Seaside School Foundation and Seaside School through grants and capital campaign.	$3,070,617

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

Provided as Appendices:

Appendix I: Letters of Support
Appendix II: Curriculum Maps
Appendix III: Dream Big Walton County Staffing Plan
Appendix IV: Detailed Equipment Budgets
- Overall Equipment Budgets
- Business Certification
- Management Certification
- Technology Certification
- Engineering Certification
- College Milestones
- Professional Development

Appendix V: October 17, 2024 Seaside School Board Meeting Minutes
Appendix VI: The 2023-2024 The Seaside School, Inc. Fiscal Audit

Project 341, Dream Big Walton

Budget

Estimated construction start date if applicable	March 1, 2024
Estimated education component start date if ap	August 8, 2024

Please change year # to actual year

Project Total

	Personnel	Professional Development	F,F, and E	Certification Fees, Materials and Supplies	Grant Compliance	Construction	Total
2024 (PRE-Approval)	$289,844.00	$19,000.00	$62,424.00	$25,000.00	$0.00	$11,000,000.00	$11,396,268.00
2025	$1,459,062.00	$40,000.00	$250,000.00	$125,000.00	$100,000.00	$4,000,000.00	$5,974,062.00
2026	$1,979,687.00	$47,500.00	$180,000.00	$138,000.00	$100,000.00	$0.00	$2,445,187.00
2027	$2,042,344.00	$47,500.00	$145,000.00	$184,000.00	$100,000.00	$0.00	$2,518,844.00
2028	$2,187,625.00	$47,500.00	$225,000.00	$200,000.00	$100,000.00	$0.00	$2,760,125.00
2029	$2,267,750.00	$47,500.00	$125,000.00	$150,000.00	$100,000.00	$0.00	$2,690,250.00
2030	$1,112,000.00	$12,500.00	$25,000.00	$20,000.00	$50,000.00	$0.00	$1,219,500.00
Project Total	$11,338,312.00	$261,500.00	$1,012,424.00	$842,000.00	$550,000.00	$15,000,000.00	$29,004,236.00

Triumph

	Personnel	Professional Development	F,F, and E	Certification Fees, Materials and Supplies	Grant Compliance	Construction	Total
2024	$0	$0	$0	$0	$0	$0	$0
2025	$660,000	$40,000	$250,000	$100,000	$100,000	$0	$1,150,000
2026	$1,040,000	$47,500	$180,000	$100,000	$100,000	$0	$1,467,500
2027	$1,200,000	$47,500	$145,000	$150,000	$100,000	$0	$1,642,500
2028	$1,500,000	$47,500	$225,000	$175,000	$100,000	$0	$2,047,500
2029	$1,800,000	$47,500	$125,000	$150,000	$100,000	$0	$2,222,500
2030	$920,000	$12,500	$25,000	$20,000	$50,000	$0	$1,027,500
Triumph Total	$7,120,000.00	$242,500.00	$950,000.00	$695,000.00	$550,000.00		$9,557,500.00

Grantee Matching Totals

	Personnel	Professional Development	F,F, and E	Certification Fees, Materials and Supplies	Grant Compliance	Construction	Total
2024 (Pre-Award)	$289,844	$19,000	$62,424	$25,000	$0	$11,000,000	$11,396,268
2025	$799,062	$0	$0	$25,000	$0	$4,000,000	$4,824,062
2026	$939,687	$0	$0	$38,000	$0	$0	$977,687
2027	$842,344	$0	$0	$34,000	$0	$0	$876,344
2028	$687,625	$0	$0	$25,000	$0	$0	$712,625
2029	$467,750	$0	$0	$33,000	$0	$0	
2030	$192,000	$0	$0	$0	$0	$0	$192,000
Grantee Total	$4,218,312.00	$19,000.00	$62,424.00	$180,000.00	$0.00	$15,000,000.00	$18,978,986.00