

TRIUMPH GULF COAST, INC. PRE-APPLICATION FORM

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

APPLICANT INFORMATION:

Name of Individual/Entity/Organization: Smart Horizons Career Online High School, LLC
(dba, Smart Horizons Career Online Education, or SHCOE)

Brief Description of Background of Individual/Entity/Organization:

Smart Horizons Career Online Education (SHCOE) is the world’s first AdvancED/SACS/NCA/NWAC accredited private online school district. Founded in 2009 and located in Pensacola, Florida, SHCOE develops career-based online high school diploma programs designed to prepare students for entrance into the workforce. SHCOE's purpose is to re-engage older youths and adults back into the educational system.

Contact Information:

Primary Contact Information:	<u>Dr. Howard A. Liebman</u>
Title:	<u>Superintendent of Schools</u>
Mailing Address:	<u>25 E. 9 ½ Mile Road, Pensacola, Florida, 32534</u>
Telephone Number:	<u>305-962-6489</u>
Email Address:	<u>hliebman@shcoe.org</u>
Website:	<u>www.shcoe.org</u>

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

- Division of Library and Information Services (Florida Department of State).
- Escambia County Library System
- Santa Rosa County Library System
- Okaloosa County Public Library Cooperative
- Walton County Public Library
- Bay County Library System
- Franklin County Library System
- Gulf County Public Library
- Wakulla County Public Library

REQUIRED EXECUTIVE SUMMARY:

In a maximum of three (3) pages, please describe the proposed project or program, including (i) the amount of funds being sought from Triumph Gulf Coast; (ii) the amount and identity of other sources of funds for the proposed project or program; (iii) the location of the project or program; (iv) summary description of the proposed program, including how the program will be transformational and promote economic recovery, diversification, and enhancement of the disproportionately affected counties, and (v) a summary timeline for the proposed project or program.

IMPORTANT NOTICE

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

Executive Summary

Proposed Project: In the eight Northwest Florida counties disproportionately affected by the oil spill, Smart Horizons Career Online High School proposes to partner with the public library systems in the affected counties, under guidance of the Division of Library and Information Services (Florida Department of State) to offer adults a workforce-based career online high school program.

The specific purpose of the program will be to serve individuals within Florida's adult drop out population that are considered unemployed or underemployed. The intent of the program is to improve their employment and earning prospects by providing them with the opportunity to obtain high school and career credentials through the public library system of the affected counties.

In addition to earning an accredited high school diploma (vs. a GED), students will also have an opportunity to concurrently earn an accredited workforce certificate in one of the following areas: Office Management, Child Care, General Career Preparation, Food and Hospitality, Retail Customer Service, Commercial Driving, Certified Protection Officer, or Homeland Security.

Amount of Funds Being Sought: \$2,000,000

of High School Scholarships: 1,545 (193 per each county)

Amount and identity of other sources of funds for the proposed project or program:
Department of State Additional Funds through the Division of Library and Information Services,
Florida Department of State

Location of the Project or Program:

County library systems in:

- Escambia County
- Santa Rosa County
- Okaloosa County
- Walton County
- Bay County
- Franklin County
- Gulf County
- Wakulla County

Summary Description of the Proposed Program:

The proposed Smart Horizons Career Online Education (SHCOE) program is designed to re-engage non-traditional and/or adult learners back into the educational system and prepare them for jobs in growing sectors of the economy. In addition to earning a high school diploma, students simultaneously will complete career electives and will be awarded entry-level

workforce certificates in one of eight (8) entry areas: Office Management, Child Care, General Career Preparation, Food and Hospitality, Retail Customer Service, Commercial Driving, Certified Protection Officer, or Homeland Security.

The SHCOE District's experience and business processes will provide the public library systems in these counties with an innovative approach to online career education services. The District's approach will employ online technology to manage thousands of geographically dispersed students in the eight (8) county areas with independent, self-paced instructional programs. By using Computer-Aided Instruction (CAI) to provide interactive, self-paced instruction, each student will progress at his/her own speed. Criterion-referenced tests will assess content mastery and govern each student's advancement to subsequent lessons.

The student experience will begin when the local library identifies potential students affected by the Oil Spill for program placement. The Head Librarian at each local library, with support from the District, will contact the potential students and inform them of the online career education program. Those potential students who respond will be enrolled in a pre-requisite career elective to ascertain their ability to engage in self-paced instruction. The District employs this approach with several of its Fortune 500 client-partners and libraries to ensure that the expenditure of education resources is prioritized towards students with a demonstrated capability to succeed in a self-paced learning environment. Students completing the pre-requisite career elective within the allotted time will be prioritized for enrollment into the online career education program.

The newly enrolled students will also complete the pre-test using the Wonderlic General Assessment of Instructional Needs (GAIN) test. The District has successfully employed the Wonderlic Basic Skills Test (WBST) in pre- and post-test assessments with our corporate client-partners to gauge student improvements. Upon conclusion of the pre-test, the Head Librarian, with the District's support, will provide the student with initial guidance on areas that require improvement to meet graduation requirements. Following the pre-test, the student will select a career elective and proceed with the program of study.

As students demonstrate mastery of each lesson, they will progress to subsequent lessons. When students complete the entire 18-month program of study, the District, with the assistance of the Head Librarian, will notify the student that they have completed all the requirements for issuance of his/her AdvancED/SACS/NCA/NWAC high school diploma and entry-level workforce certificate.

How will the program be transformational and promote economic recovery, diversification, and enhancement of the disproportionately affected counties?

Economic recovery is difficult without the wide-scale participation of a fully employed population. However, meaningful employment is highly problematic without a high school diploma. High school dropouts are much less likely to be fully employed than their better educated counterparts in more affluent counties and the gaps widen further during a prolonged recession.

The average total value associated with increasing this individual's educational level from some high school to high school graduation would equal about \$89,000 to taxpayers (Carroll, S. &

Erkut E. (2009) *Increases in Students' Educational Attainment*. MG-686-WFHF, 142 pp., ISBN: 978-0-8330-4742-7).

This stems from four areas:

- Increased contribution to local tax base from higher wage employment. High school diploma opens up better job opportunities; a larger pool of high school graduates incentivizes employers to hire locally. High school graduates earn at least 50 percent more than high school dropouts in lifetime income
- Less draw on social support programs, allowing municipalities to stretch their budgets further. Lower likelihood that the individual will draw on social support programs, such as Temporary Assistance for Needy Families, Unemployment Insurance, housing subsidies, the Supplemental Nutrition Assistance Program (food stamps), and Medicaid. \$15,000 over a lifetime.
- Less Likely to Incur Incarceration Costs. Approximately 60% of Florida's prison inmates are high school dropouts. A high school diploma and a career certificate will reduce the probability of going to prison, open opportunities for post-secondary education, and assist them in joining the ranks of taxpaying citizens.
 - For example, on average, increasing a U.S.-born white male's educational attainment from some high school to high school graduation would be associated with increased tax payments over his lifetime equal to \$54,000 (all figures in this paragraph are in 2002 present-value dollars). The increase in his educational level would also be associated with reduced future demands on social support programs and reduced future incarceration costs equal to about \$22,000 and \$13,000, respectively. Thus, the average total value associated with increasing this individual's educational level from some high school to high school graduation would equal about \$89,000. Providing the additional education would cost about \$15,000, so the net value to taxpayers would be about \$74,000. Even if the estimated effects are reduced by 25 percent, the estimated savings for this individual would be about \$51,000.
- The typical lifetime cost of each high school dropout to taxpayers is approximately \$292,000.
 - Net worth of high school diploma - The average net worth for all age groups with a high school diploma stands at \$163,409. The median net worth is \$43,945
 - The Federal Reserve reports an average net worth for high school graduates of \$233,800 in 2010, but then falling by 15% to \$199,600 in 2013.

According to the Bureau of Labor Statistics, people with more education do better in today's high-tech economy than those with less education.

According to the Rand Corporation, greater educational attainment increases the likelihood that an individual will be employed and raises the level of his or her wages when employed. More education is associated with at least 7 to 10 percent higher earnings per additional year of schooling.

Those with More Education Draw Less from Social Support Programs and there is a lower likelihood that the individual will draw on social support programs, such as Temporary Assistance for Needy Families, Unemployment Insurance, housing subsidies, the Supplemental Nutrition Assistance Program (food stamps), and Medicaid.

High school graduation would be associated with increased tax payments over his lifetime equal to \$54,000

Summary Timeline for the Proposed Program:

Date TBD – Submit Florida Triumph Coast Application

Date TBD – Procure funds to serve 1,545 adults without a high school diploma

Date TBD – Launch Educational Portal for all eight (8) County Library Systems

Date TBD – Train Head Librarians at all eight (8) County Library Systems

Date TBD – Implement Online High School at all eight (8) County Library Systems