

Triumph Gulf Coast, Inc. Trust Fund Application for Funds

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

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

- Ad valorem tax rate reduction within disproportionately affected counties;
- Local match requirements of s. 288.0655 for projects in the disproportionately affected counties;
- Public infrastructure projects for construction, expansion, or maintenance which are shown to enhance economic recovery, diversification, and enhancement of the disproportionately affected counties;
- Grants to local governments in the disproportionately affected counties to establish and maintain equipment and trained personnel for local action plans of response to respond to disasters, such as plans created for the Coastal Impacts Assistance Program;
- Grants to support programs that prepare students for future occupations and careers at K-20 institutions that have campuses in the disproportionately affected counties. Eligible programs include those that increase students' technology skills and knowledge; encourage industry certifications; provide rigorous, alternative pathways for students to meet high school graduation requirements; strengthen career readiness initiatives; fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors; and, similar to or the same as talent retention programs created by the Chancellor of the State University System and the Commission of Education; encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue postsecondary education at a state university or a Florida College System institution within the disproportionately affected counties;
- Grants to support programs that provide participants in the disproportionately affected counties with transferable, sustainable workforce skills that are not confined to a single employer; and
- Grants to the tourism entity created under s. 288.1226 for the purpose of advertising and promoting tourism and Fresh From Florida, and grants to promote workforce and infrastructure, on behalf of all of the disproportionately affected counties.

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

- Generate maximum estimated economic benefits, based on tools and models not generally employed by economic input-output analyses, including cost-benefit, return-on-investment, or dynamic scoring techniques to determine how the long-term economic growth potential of the disproportionately affected counties may be enhanced by the investment.
- Increase household income in the disproportionately affected counties above national average household income.
- Leverage or further enhance key regional assets, including educational institutions, research facilities, and military bases.
- Partner with local governments to provide funds, infrastructure, land, or other assistance for the project.
- Benefit the environment, in addition to the economy.
- Provide outcome measures.
- Partner with K-20 educational institutions or school districts located within the disproportionately affected counties as of January 1, 2017.
- Are recommended by the board of county commissioners of the county in which the project or program will be located.
- Partner with convention and visitor bureaus, tourist development councils, or chambers of commerce located within the disproportionately affected counties.

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

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

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

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

Applicant Information

Name of Individual (if applying in individual capacity): _____

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

Background of Applicant Individual/Entity/Organization: Smart Horizons Career Online Education (SHCOE) is the world's first AdvancED/SACS/NCA/NWAC accredited private online school district. Please see Applicant Information attachment for more information.

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

answer.) Federal Employer Identification Number: 80-0503940

Contact Information:

Primary Contact Information: Dr. Howard A. Liebman

Title: Superintendent of Schools

Mailing Address: 25 E. 9 1/2 Mile Road, Pensacola, Florida, 32534

Phone: 305-962-6489

Email: hliebman@shcoe.org

Website: www.shcoe.org

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.

Gale, a Cengage company, COHS library programs partner.

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

Total amount of funding requested from Triumph Gulf Coast: _____

\$1,816,562 over five years

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.

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

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

1) SHCOE is a Florida LLC; 2) Gale is a brand of Cengage Learning, Inc., a private C Corporation
(FEIN 59-2124491).

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

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

Please see [Applicant Information attachment](#).

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

Yes No

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

[Cengage Learning filed Chapter 11 on July 2, 2013. On March 31, 2014, Cengage completed its financial restructuring and emerged from its Chapter 11 reorganization.](#)

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

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.

The COHS Triumph program will engage residents within the eight Northwest Florida counties disproportionately affected by the oil spill who have not earned a GED or high school diploma in Smart Horizons Career Online High School (COHS). The workforce-based career online private high school program targets the adult high school dropout population (unemployed or underemployed) to:

- a) improve the employment and earning prospects of the graduates;
- b) position COHS graduates for vocational or secondary education;
- c) increase the number of qualified workers in the State of Florida;
- d) strengthen the economic competitiveness of each county and the State of Florida;
- e) increase investment in the COHS program by the Florida business community that is positioned to leverage the positive outcomes of the program.

Please see Eligibility attachment for details.

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

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

[COHS Triumph will transform income and career opportunities for thousands of residents in the 8 FL counties through the COHS program where they will earn a private high school diploma and career certificate with a positive impact on lives and communities. Of these, we are applying for the expenses of at least 910 scholarships. See Eligibility attachment for details.](#)

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

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

[Program progression and graduation data convey viability. See Eligibility for more detail.](#)

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

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

[Graduation is the long-term measure - please see Eligibility for more detail.](#)

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

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.)

[Graduation/program success dissemination support sustainability. See Eligibility attachment.](#)

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

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

[Graduation and progression will be measures as described in Eligibility attachment.](#)

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

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.

1. Estimation of economic impact will be provided as a model supported by authoritative research on the economic impact of high school education on the economy.
2. The educational valuation of Florida's libraries are leveraged through their direct participation in the COHS Triumph program and in relation to the positive outcomes for individuals, families, and communities in the 8 counties of services.
3. Outcomes of the program are measured and disseminated as graduation success as evidence that will influence further investment in the program by the business communities who rely on a skilled workforce. Please see Priorities attachment for more info.

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

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

The COHS Triumph program meets 11 of the Board's discretionary priorities; see Discretionary Priorities attachment for details.

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

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?

Yes No

**Please attach proof of recommendation(s) from each County identified.

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.?

None. The primary applicant has authority to execute an agreement.

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

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.

N/A

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

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.

Please see attached narrative that includes the COHS Triumph Timeline

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

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.

A letter from Gale is attached along with a copy of the LLC 2018 registration that defines the authority of Dr. Liebman to execute an agreement.

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.
\$1,816,562 over five years:
(If additional space is needed, please attach a Word document with your entire answer.)

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.)
Request represents 93% of a total State COHS project budget.
(If additional space is needed, please attach a Word document with your entire answer.)

3. Please describe the types and number of jobs expected from the proposed project or program and the expected average wage.
Median avg. weekly wage of \$713 for high school graduates (no college) vs. \$563 no diploma
(If additional space is needed, please attach a Word document with your entire answer.)
(per US Dept of Labor, Statistics, April 13, 2018.)

4. Does the potential award supplement but not supplant existing funding sources? If yes, describe how the potential award supplements existing funding sources.
 Yes No
Requested funds will increase the FL COHS program - see Eligibility attachment.
(If additional space is needed, please attach a Word document with your entire answer.)

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

A. Project/Program Costs: Please see Funding and Budget attachment for all details.

Example Costs (Note: Not exhaustive list of possible Cost categories.)

Student Scholarships	\$ _____
Program Marketing	\$ _____
Program Website	\$ _____
1.Program	
Administrator	\$ _____
	\$ _____
	\$ _____
	\$ _____
	\$ _____

Other (specify) \$ _____
Total Project Costs: \$ _____

B. Other Project Funding Sources:

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

City/County \$ _____
Private Sources \$ _____
Other (e.g., grants, etc.) \$ _____
Total Other Funding \$ _____
Total Amount Requested: \$ _____

Note: The total amount requested must equal the difference between the costs in 3A. and the other project funding sources in 3.B.

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

[Please see Funding and Budget attachment for all details.](#)

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

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 INFRASTRUCTURE PROPOSALS: N/A

1. Program Requirements

A. Is the infrastructure owned by the public?

Yes No

B. Is the infrastructure for public use or does it predominately benefit the public?

Yes No

C. Will the public infrastructure improvements be for the exclusive benefit of any single company, corporation or business entity?

Yes No

D. Provide a detailed explanation of how the public infrastructure improvements will connect to a broader economic development vision for the community and benefit additional current and future businesses.

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

E. Provide a detailed description of, and quantitative evidence demonstrating how the proposed public infrastructure project will promote:

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

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

2. Additional Information

A. Is this project an expansion of existing infrastructure project?

Yes No

B. Provide the proposed beginning commencement date and number of days required to complete construction of the infrastructure project.

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

- C. What is the location of the public infrastructure? (Provide the road number, if applicable.)

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

- D. Who is responsible for maintenance and upkeep? (Indicate if more than one are applicable.)

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

- E. What permits are necessary for the infrastructure project?

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

Detail whether required permits have been secured, and if not, detail the timeline for securing these permits. Additionally, if any required permits are local permits, will these permits be prioritized?

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

- F. What is the future land use and zoning designation on the proposed site of the Infrastructure improvement, and will the improvements conform to those uses?

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

- G. Will an amendment to the local comprehensive plan or a development order be required on the site of the proposed project or on adjacent property to accommodate the infrastructure and potential current or future job creation opportunities? If yes, please detail the timeline
 Yes No

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

- H. Does this project have a local match amount? If yes, please describe the entity providing the match and the amount.
 Yes No

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

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

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

ADDENDUM FOR WORKFORCE TRAINING PROPOSALS

1. Program Requirements

- A. Will this proposal supports 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

[Details on how COHS Triumph will prepare students for future occupations are provided in the Eligibility attachment. Campuses relevant to post-graduation options are the choice of COHS graduates, including those in the counties of residence..](#)

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

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

- Increase students' technology skills and knowledge
- Encourage industry certifications
- Provide rigorous, alternative pathways for students to meet high school graduation requirements
- Strengthen career readiness initiatives
- Fund high-demand programs of emphasis at the bachelor's and master's level designated by the Board of Governors
- Encourage students with interest or aptitude for science, technology, engineering, mathematics, and medical disciplines to pursue 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

[Please see the Eligibility attachment for detailed responses.](#)

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

- 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

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

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

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

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

- E. Provide a detailed description of, and quantitative evidence demonstrating how the proposed project or program will promote:
- Economic recovery,
 - Economic Diversification,
 - Enhancement of the disproportionately affected counties,
 - Enhancement of a Targeted Industry.

Enhancement of the targeted 8 counties will be a simple economic model.

See Workforce attachment.

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

2. Additional Information

- A. Is this an expansion of an existing training program? Is yes, describe how the proposed program will enhance or improve the existing program and how the proposal program will supplements but not supplant existing funding sources.

Yes No

Please see Budget Narrative

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

- B. Indicate how the training will be delivered (e.g., classroom-based, computer based, other).
If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.

If computer-based, identify the targeted location(s) (e.g., city, county) where the training will be available.

The COHS Triumph program is a private virtual high school program delivered via computer and includes the 8 targeted counties identified on page 9 of this application

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

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

We expect 910 students will graduate from COHS of approximately 2,500 who enroll in the program.

(If additional space is needed, please attach a Word document with your entire answer.) [Please see COHS Triumph Timeline for more details.](#)

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

6-18 months is the range for graduation, based on a rolling start and a gated program model. Please see Eligibility attachment for full program detail.

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

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

As COHS graduation has grown, so has the investment of the business community that benefits from the increase in a qualified workforce. Please see Workforce attachment for details

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

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

Students who are successful in the COHS program earn a High School Diploma and Career Credential from an accredited private virtual high school.

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

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

Yes No

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

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

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

ADDENDUM FOR AD VALOREM TAX RATE REDUCTION: N/A

1. Program Requirements

- A. Describe the property or transaction that will be supported by the ad valorem tax rate reduction.

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

- B. Provide a detailed explanation of how the ad valorem tax rate reduction will connect to a broader economic recovery, diversification, enhancement of the disproportionately affected counties and/or enhancement of a targeted industry.

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

- C. Provide a detailed description of the quantitative evidence demonstrating how the proposed ad valorem tax reduction will promote:
 - o Economic recovery,
 - o Economic Diversification,
 - o Enhancement of the disproportionately affected counties,
 - o Enhancement of a Targeted Industry.

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

2. Additional Information

- A. What is the location of the property or transaction that will be supported by the ad valorem tax rate reduction?

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

- B. Detail the current status of the property or transaction that will be supported by the ad valorem tax rate reduction and provide a detailed description of when and how the ad valorem tax rate reduction will be implemented.

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

- C. Does this proposed project have a local match amount? If yes, please describe the entity providing the match and the amount.
 Yes No

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

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

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

**ADDENDUM FOR LOCAL MATCH REQUIREMENTS OF SECTION 288.0655,
FLORIDA STATUTES N/A**

1. Program Requirements

- A. Describe the local match requirements of Section 288.0655 and the underlying project, program or transaction that will be funded by the proposed award.

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

- B. Provide a detailed explanation of how the local match requirements and the underlying project or program will connect to a broader economic recovery, diversification, enhancement of the disproportionately affected counties and/or enhancement of a targeted industry.

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

- C. Provide a detailed description of, and quantitative evidence demonstrating how the proposed local match requirements will promote:
- Economic recovery,
 - Economic Diversification,
 - Enhancement of the disproportionately affected counties,
 - Enhancement of a Targeted Industry.

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

2. Additional Information

- A. What is the location of the property or transaction that will be supported by the local match requirements?

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

- B. Detail the current status of the property or transaction that will be supported by the local match requirement and provide a detailed description of when and how the local match requirement will be implemented.

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

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

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

ADDENDUM FOR LOCAL ACTION PLAN N/A

1. Program Requirements

- A. Describe how the proposed award will establish and maintain equipment and trained personnel for local action plans of response to respond to disasters.
- B. Describe the type and amount of equipment and trained personnel that will be established or maintained by the proposed award.
- C. Identify the specific local action plans (*e.g.*, Coastal Impacts Assistance Program) that will benefit from the proposed award.
- D. Provide a detailed explanation of how the proposed award will connect to a broader economic recovery, diversification, enhancement of the disproportionately affected counties and/or enhancement of a targeted industry.

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

- E. Provide a detailed description of the quantitative evidence demonstrating how the proposed will promote:
 - Economic recovery,
 - Economic Diversification,
 - Enhancement of the disproportionately affected counties,
 - Enhancement of a Targeted Industry.

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

2. Additional Information

- A. What is the location of the local action program that will be supported by the proposed award?

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

- B. Detail the current status of the local action plans (*e.g.*, new plans, existing plans, etc.) that will be supported by the proposed award and provide a detailed description of when and how the proposed award will be implemented.

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

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

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

ADDENDUM FOR ADVERTISING/PROMOTION **N/A**

1. Program Requirements

A. Is the applicant a tourism entity created under s. 288.1226, Florida Statutes?
 Yes No

B. Does the applicant advertise and promote tourism and Fresh From Florida? If yes, provide details on how it advertises and promotes tourism and Fresh From Florida.
 Yes No

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

C. Does the proposed award promote workforce and infrastructure on behalf of the disproportionately affected counties? If yes, describe how workforce and infrastructure is promoted on behalf of the disproportionately affected counties.
 Yes No

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

D. Provide a detailed explanation of how the proposed award will connect to a broader economic recovery, diversification, enhancement of the disproportionately affected counties and/or enhancement of a targeted industry.

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

E. Provide a detailed description of the quantitative evidence demonstrating how the proposed will promote:

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

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

2. Additional Information

- A. Describe the advertising and promotion mediums and locations where the advertising and promotion will occur.

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

- B. Detail the current status of the advertising and promotion (*e.g.*, new plans, existing plans, etc.) that will be supported by the proposed award and provide a detailed description of when and how the proposed award will be implemented.

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

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

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

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

Name of Applicant: Smart Horizons Career Online High School

Name and Title of Authorized Representative: Dr. Howard A. Liebman, Superintendent

Representative Signature: 

Signature Date: June 21, 2018

2018 FLORIDA LIMITED LIABILITY COMPANY ANNUAL REPORT

DOCUMENT# L09000095071

Entity Name: SMART HORIZONS CAREER ONLINE HIGH SCHOOL, LLC

Current Principal Place of Business:

1280 SW 36TH AVE., SUITE #104
POMPANO BEACH, FL 33069

Current Mailing Address:

1280 SW 36TH AVE., SUITE #104
POMPANO BEACH, FL 33069 US

FEI Number: 80-0503940

Certificate of Status Desired: Yes

Name and Address of Current Registered Agent:

GOLDMAN, RICHARD
444 HENDRICKS ISLE #501
FT. LAUDERDALE, FL 33301 US

The above named entity submits this statement for the purpose of changing its registered office or registered agent, or both, in the State of Florida.

SIGNATURE: RICHARD GOLDMAN

03/06/2018

Electronic Signature of Registered Agent

Date

Authorized Person(s) Detail :

Title MGMR
Name LIEBMAN, HOWARD
Address 1280 SW 36TH AVE., SUITE #104
City-State-Zip: POMPANO BEACH FL 33069

I hereby certify that the information indicated on this report or supplemental report is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am a managing member or manager of the limited liability company or the receiver or trustee empowered to execute this report as required by Chapter 605, Florida Statutes; and that my name appears above, or on an attachment with all other like empowered.

SIGNATURE: HOWARD LIEBMAN

MEMBER

03/06/2018

Electronic Signature of Signing Authorized Person(s) Detail

Date

June 18, 2018

Board of Triumph Gulf Coast, Inc.
Via electronic submission

RE: Triumph Gulf Coast, Inc. Trust Fund
Application for Funds for the COHS Triumph program

Dear Board Member,

Gale, a Cengage company, is pleased to provide this letter confirming our partnership with Smart Horizons Career Online High School, LLC (dba, Smart Horizons SHCOE) to produce the COHS Triumph program. This letter also confirms our commitment to our participation in the program as detailed in the application for Triumph Gulf Coast, Inc. Trust Funds.

In 2014, our desire to support the education and workforce readiness of Public Library communities led us to our partnership with Smart Horizons Career Online Education, and our first Public Library Partner, The Los Angeles Public Library. Since then we've added over 100 additional libraries, graduated over 1.300 students, making an economic impact in the areas we serve. In that time, we have developed State Library Partnerships in California, Colorado, and Florida, which has allowed libraries to expand the program beyond what they could support with their own budgets. That desire to allow libraries to reach more citizens in need is what drives us to request funding for our COHS-Triumph program in the eight identified counties in the Triumph Gulf Coast Inc., proposal.

COHS offers an opportunity for the communities of Northeast Florida to focus on securing the skills essential for today's workforce. The self-paced program enables residents from all walks of life to get their high school diploma while maintaining their current family and work commitments. Flexibility, support and job certificates set COHS apart and help to ensure Florida residents are moving forward in their careers.

Micah Moulton, 22, was the first student to earn his COHS AdvancED/SACS accredited high school diploma and entry-level workforce certificate at the Jacksonville Public Library. Jackson Public Library was one of 11 Florida libraries offering Career Online High School (COHS) as part of a pilot program between the State of Florida and Gale.

Moulton cited the extensive support COHS provides as the main reason he earned his high school diploma from COHS rather than a traditional high school. Moulton found a completely different experience with COHS where he was able to get help from his academic coach anytime he needed it.

“I had a little trouble with the math, so I called my coach,” he said. “She explained things to me and gave me detailed instructions on where to find resources online.” Moulton said. “Having a high school diploma is really necessary—without one you can’t join the navy, you can’t go to college, and you can’t get a good job.” Moulton plans to continue his education at Florida State College in Jacksonville and pursue a career as an EMT/Firefighter.

Since Micah graduated from Career Online High School, the program has expanded to nearly 40 communities in Florida and over 100 Public Libraries nationwide. Florida has seen over 300 graduates and many of them have moved on to higher education and improved their workforce opportunities. The program has been a verified success for both students and libraries.

We are hopeful that a Triumph award will help us increase the number of high school diplomas for the residents of Northeast Florida- moving the communities forward, one graduate at time.

Regards,

A handwritten signature in black ink, appearing to read "B. Risse", is centered on a light beige rectangular background.

Brian Risse

Vice President, Public Libraries

brian.risse@cengage.com

800-877-4253 ext. 18422 |mobile 203-313-5022

TRIUMPH GULF COAST, INC. TRUST FUND APPLICATION FOR FUNDS

Applicant Information

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 COHS Triumph program will be produced through a collaboration of Smart Horizons Career Online Education and Gale, a Cengage company, to expand our current COHS program that is delivered as programming through Florida public libraries. With funding from the Trust Fund, we can increase the impact of the program, providing education as a foundation for improving lives and strengthening impacted communities in Florida. The program partners are:

Smart Horizons Career Online Education (SHCOE): Career Online High School (COHS) Provider and Lead Applicant

Smart Horizons Career Online Education (SHCOE) is the first AdvancED/SACS/NWA/NWAC-accredited private, national online school district in the United States. SHCOE offers career-based online high school programs to serve the millions of adults and older youths who have dropped out of high school.

Founded in 2009 and headquartered in Fort Lauderdale, Florida, SHCOE programs are designed to prepare students for entrance into the workplace. SHCOE offers career-credentialed certificate programs in areas such as Child Care & Education (CDA), Certified Protection Officer, Commercial Driving, Food Services, General Professional Skills, Home Care Professional, Homeland Security, Hospitality & Leisure, Office Management, and Retail Customer Service.

Depending on the program and the needs of each partner, students can graduate with both a high school diploma and career-credentialed certificate. SHCOE's customized online high school programs provide students with an opportunity to learn at their own pace, as they manage their day-to-day lives.

Gale: COHS Library Programs Partner

Gale, a Cengage Company, is a leading provider of educational content, tools and services to libraries, schools and businesses, partners. Gale currently provides electronic resources to schools and libraries in Florida as a trusted vendor. Career Online High School, an online high school program is provided to libraries through Gale to help libraries fulfill their mission to improve lives and move their communities forward. Gale is committed to supporting education always, and in all ways. Gale shares the vision of the library as the heart of its community and helps support entrepreneurship, encourage self-directed learning, aid in research and instruction, and more. From instructor-led courses and interactive online learning environments, to rich digital resources, circulating large print and original fiction, and a range of partner services, we have what is needed by libraries to meet the demands in their communities.

The program partners currently work together on a project to distribute COHS scholarships through ~39 public library systems across the entire state of Florida and provide a prerequisite website. The partners have prepared this application for funding from Triumph Gulf Coast Inc., Trust Fund to enable the eight counties in the targeted service areas to receive dedicated COHS focus, scholarships and a prerequisite site to strengthen access for residents. The current statewide model spreads a limited number of scholarships

across the entire state population leaving the targeted community of focus vulnerable in relation to the larger populated communities of Florida.

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

Smart Horizons Career Online Education (SHCOE), Career Online High School (COHS), is a privately held Florida limited liability company. The company follows Generally Accepted Accounting Principles (GAAP), an accounting standard adopted by the U.S. Securities and Exchange Commission (SEC), and has an annual audit conducted by Vestal & Wiler, Orlando, FL. SHCOE serves students directly and is accountable to corporations, workforce boards, libraries, state governments, secondary and post-secondary schools, and other organizations. The company's financial records are proprietary given the LLC structure and are not released in the public forum created through a grant application structure. SHCOE can release additional financial information to satisfy the Board's interests in financial stability and prudence upon a request for the proprietary information.

Gale is a brand of Cengage Learning, Inc., a private C Corporation with hundreds of thousands of federal, state, and municipal governments, schools, institutions of higher education and foreign governments, to which we are accountable for tracking expenses and in the context of custom services, as well as provision of educational technologies and publications. We employ standard accounting practices and financial records are audited each year by PriceWaterhouseCoopers. You may review our financial statements at our investor site: <https://www.cengage.com/investor#reports>

Eligibility

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.

COHS Triumph will engage adults in the eight Northwest Florida counties disproportionately affected by the oil spill who have not earned a GED or high school diploma in Smart Horizons Career Online High School (COHS). The workforce-based career online high school program will target the adult high school dropout population (unemployed or underemployed) in these counties to:

- a) improve the employment and earning prospects of the graduates with a private high school diploma and career credential (option);
- b) position COHS graduates for vocational or secondary education;
- d) increase the number of qualified workers in the State of Florida;
- e) strengthen the economic competitiveness of each county and the State of Florida;
- f) increase investment in the COHS program by the Florida business community that is positioned to leverage the positive outcomes of the program by providing scholarships thereby sustaining COHS Triumph.

The proposed COHS Triumph 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 private high school diploma, students simultaneously complete career electives and will be awarded entry-level workforce career-credentialed certificate in one of ten (10) entry areas:

1. Certified Protection Officer
2. Child Care and Education
3. Commercial Driving
4. Food and Hospitality
5. General Career Preparation
6. Homeland Security
7. Hospitality and Leisure
8. In Home Healthcare
9. Office Management
10. Retail/Customer Service

COHS Triumph will prepare students for future occupations and careers and for vocational or secondary education in the disproportionately affected counties. COHS increases students' technology skills and knowledge; encourages industry certifications; provides a rigorous, alternative pathway for students to meet high school graduation requirements; and strengthens their career readiness. In addition to earning an accredited private high school diploma (vs. a GED), students have the choice to concurrently earn a career-credentialed certificate.

The program employs 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 staff identifies potential students affected by the Oil Spill for program placement. Staff at each local library 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. COHS employs this approach with several 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. SHCOE 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 library staff, with SHCOE'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, SHCOE, with the assistance of library staff, 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 career-credentialed certificate.

Students will be engaged through virtual access and/or their community-based libraries in the affected counties. The Division of Library and Information Services (Florida Department of State) will coordinate the community-based library project activities in each county.

Gale will provide direct assistance to the Division and the community libraries with marketing, training, and technical assistance for the program. Gale's customer care and training teams partner with libraries as they engage students and enroll them into the prerequisite course and award scholarships into the full Career Online High School program. Together with the Career Online High School management team and academic coaches, Gale works with designated staff to achieve positive student outcomes. Gale provides:

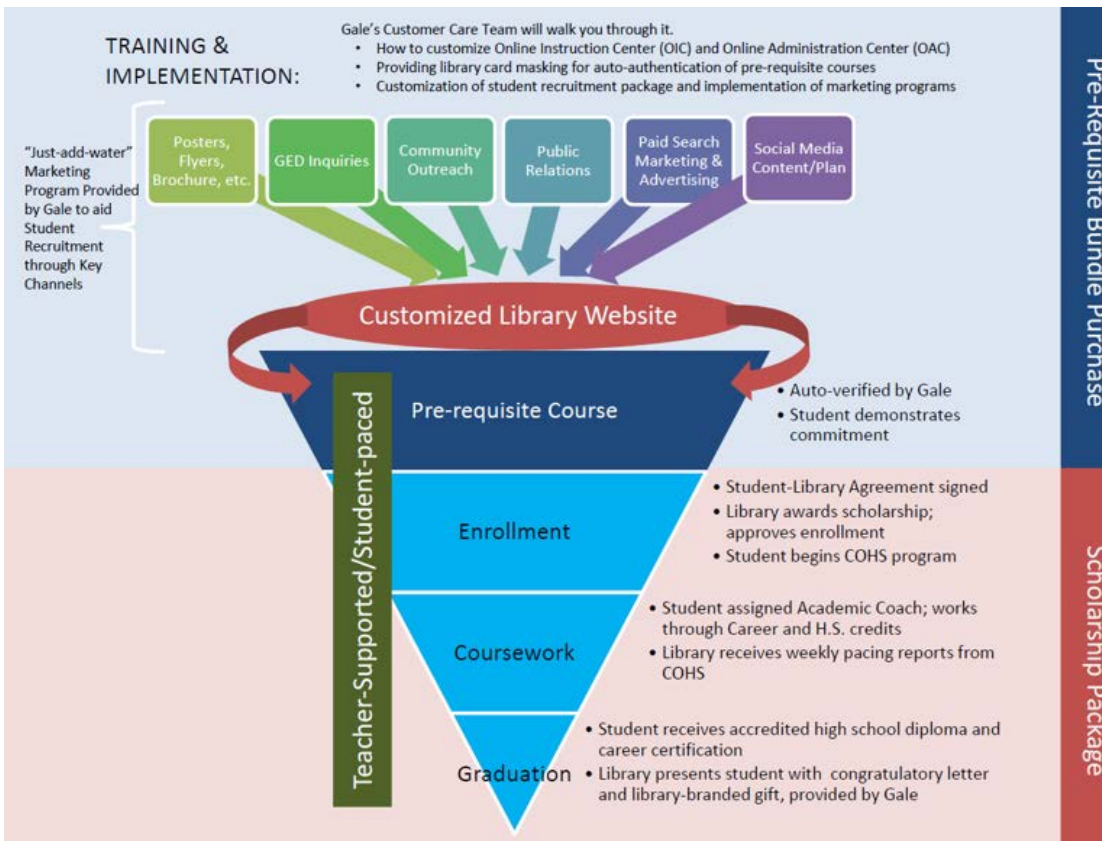
- < Dedicated account management throughout the partnership
- < Detailed training sessions throughout program implementation
- < Administrative and student data reporting
- < Exclusive administrative website access to process student enrollments
- < Student recruiting and marketing support to help find and qualify students.

2010 Census Data - Education

	Bay	Escambia	Franklin	Gulf	Okaloosa	Santa Rosa	Wakulla	Walton
Basic Variables Educational Attainment: By Sex (Pop 25+): Total								
9th grade	2,300	3,177	284	506	1,367	1,675	563	1,033
10th grade	3,467	5,019	422	600	2,485	2,456	715	1,242
11th grade	3,202	5,288	466	892	2,801	3,049	781	1,335
12th grade, no diploma	2,244	248	146	317	1,642	2,438	487	772

COHS Triumph Scholarships proposed	172	198	31	44	134	157	54	70
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The Career Online High School offers an educational model that streamlines and re-engages learners with a research-based, student engagement model. The model empowers individuals to persist at their schoolwork and obtain their private high school diploma and career credential. The model has demonstrated that participating students are significantly more likely to improve their workforce entry readiness (e.g., for employment or vocational training) as demonstrated by increased scores in the Wonderlic Basic Skills Test.



The majority of COHS students' tuition across all states is funded by grants and corporate tuition assistance because the program focuses on education and workforce preparedness that benefit students and meets the needs of employers.

COHS Programmatic elements address US and FL Department of Labor interests and strategies that are providing success for COHS students and employers:

- * Dropout recovery and instructional strategies
 - Academic coaching model program
 - Master proficiency curriculum leads to a completion of the requirements for a secondary private high school diploma
- * Evidence-based academic model founded on educational trauma research
 - Re-engagement strategies that lead to completion

- Systematic student engagement model helps students overcome fear of failure with support and life-skills
- * Occupational skills training (ten career paths) provide students with relevant workplace skills
 - Recognized post-secondary credentials and/or
 - Industry recognized credentials
- * Workforce activities offered concurrently with training for a specific occupational cluster that
 - makes learning more meaningful for students
 - A career portfolio that includes cover letter and resume strengthens confidence and job development skills
- * Financial literacy education (COHS Consumer Math Course) provides instruction in spending plans, savings plans, asset allocation, student loans, and paying off debt – positioning students to manage a paycheck and stabilize their lives
- * Career awareness, career counseling, and career exploration services inform students’ choices and nurture their interests in program completion and long-term career paths
 - Career curriculum gives students opportunity to select a career path and covers topics such as motivation, work-life balance, and self-management so students can explore a specific field
 - An Academic Coach provides one-on-one workforce and academic coaching to each student
 - Preparation for post-secondary education and training
- * Across the US, COHS graduation and success has influenced businesses to provide scholarships that fund more students and strongly validate our track record of success. In Florida, many counties do not have the funds for a COHS program and so the engagement of the business community is an outcome we hope to achieve with the benefit of funding that will increase scholarships/graduation for educational workforce development.

PROJECT TIMELINE

Smart Horizons Submission

June 2018

Five Year Program Outline

Event	Responsible Party
Year One: Recruitment and Awareness Campaign in Communities in Northwest Florida	
1 Hire Program Administrator	Gale
2 Create and build marketing materials for impacted communities	Gale
3 Provide access to the Pre-requisite site for potential participants	Gale/Program Administrator
4 Provide training for library personnel	Gale
5 Roll out marketing materials and build community awareness	Gale/Program Administrator
6 Provide quarterly progress reports to Triumph Gulf Coast, Inc. (budget, participants)	Program Administrator/SHCOE
Year Two: Ongoing awareness and recruitment for participants. Celebrate Graduates	
1 Ongoing Awareness: community engagement-public events-	Gale/Program Administrator
2 Ongoing coaching/training with library staff to ensure participants success	Gale/Prog. Cons/Libraries
3 Create best practices guidelines/training tools for success	Program Administrator
4 Celebrate Graduations from scholarship recipients	Gale/Prog. Cons/Libraries

5	Provide quarterly progress reports to Triumph Gulf Coast, Inc. (budget, graduates)	Program Administrator/SHCOE
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Year Three: Ongoing awareness and recruitment for participants. Celebrate Graduates

1	Ongoing Awareness: community engagement-public events-	Gale/Program Administrator
2	Ongoing coaching/training with library staff to ensure participants success	Gale/Program Admin./Libraries
3	Create best practices guidelines/training tools for success	Program Consultant
4	Celebrate Graduations from scholarship recipients	Gale/Prog. Admin./Libraries
5	Provide quarterly progress reports to Triumph Gulf Coast, Inc. (budget, graduates)	Program Administrator/SHCOE

Year Four: Ongoing awareness and recruitment for participants. Celebrate Graduates

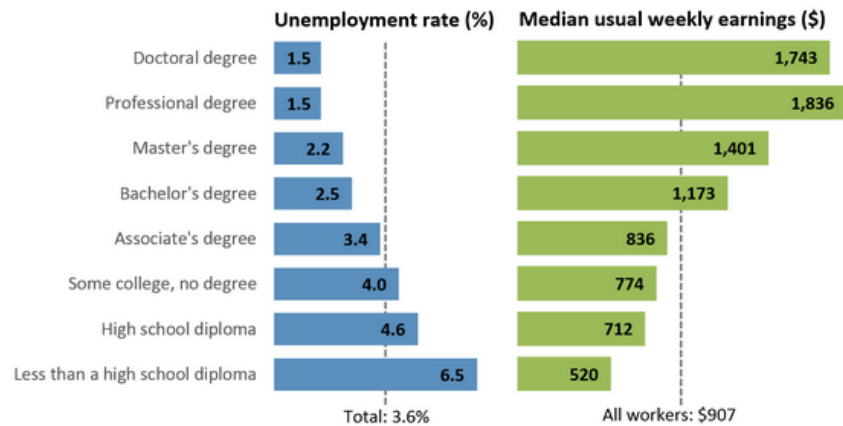
1	Ongoing Awareness: community engagement-public events-	Gale/Program Administrator
2	Ongoing coaching/training with library staff to ensure participants success	Gale/Prog. Administrator/Libraries
3	Create best practices guidelines/training tools for success	Program Administrator
4	Celebrate Graduations from scholarship recipients	Gale/Prog. Admin./Libraries
5	Focus on final year preparation: participants and budget alignment	
6	Provide quarterly progress reports to Triumph Gulf Coast, Inc. (budget, graduates)	Program Administrator/SHCOE

Year Five: Ensure Participants are completing coursework and project wrap up along with Celebrating Graduates.

1	Ongoing Awareness: community engagement-public events-	Gale/Program Administrator
2	Ongoing coaching/training with library staff to ensure participants success	Gale/Prog. Administrator
3	Create best practices guidelines/training tools for success	Program Administrator
4	Celebrate Graduations from scholarship recipients	Gale/Prog. Administrator/Libraries
5	Provide quarterly progress reports to Triumph Gulf Coast, Inc. (budget, graduates)	Program Administrator/SHCOE
6	Provide wrap up report: Data collection, assessment, funding for succession	Gale/SHCOE

3. Explain how the proposed project or program is considered transformational and how it will effect the disproportionately affected counties in the next ten (10) years. COHS Triumph extends significant, positive economic impact to the disproportionately affected counties and to the state as the average total value associated with increasing educational level from some high school to high school graduation. This difference equals about \$89,000 as a positive impact by each COHS graduate to each county's taxpayers [Carroll, S. & Erkut E. (2009) *Increases in Students' Educational Attainment*. MG-686-WFHF, 142 pp., ISBN: 978-0-8330-4742-7].

Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: U.S. Bureau of Labor Statistics, Current Population Survey.

This stems from three areas:

- * Increased contribution to local tax base from higher wage employment. A high school diploma opens the door for 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. (https://www.rand.org/pubs/research_briefs/RB9461/index1.html)
- * Less draw on social support programs, allowing municipalities to stretch their budgets further. A high school diploma means 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. This can amount to \$51,000 over a lifetime. Among those between the ages of 18 and 24, dropouts were more than twice as likely as college graduates to live in poverty according to the Department of Education. Dropouts experienced a poverty rate of 30.8 percent, while those with at least a bachelor's degree had a poverty rate of 13.5 percent (https://nces.ed.gov/pubs2012/2012026/chapter3_31.asp).
- * 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 can reduce the probability of going to prison, open opportunities for post-secondary education, and assist them in joining the ranks of taxpaying citizens. According to a study by researchers at Northeastern University, there is no direct link between prison and the decision to leave high school early. Rather, the data is further evidence that dropouts are exposed to many of the same socioeconomic forces that are often gateways to crime (https://repository.library.northeastern.edu/downloads/neu:376324?datastream_id=content).

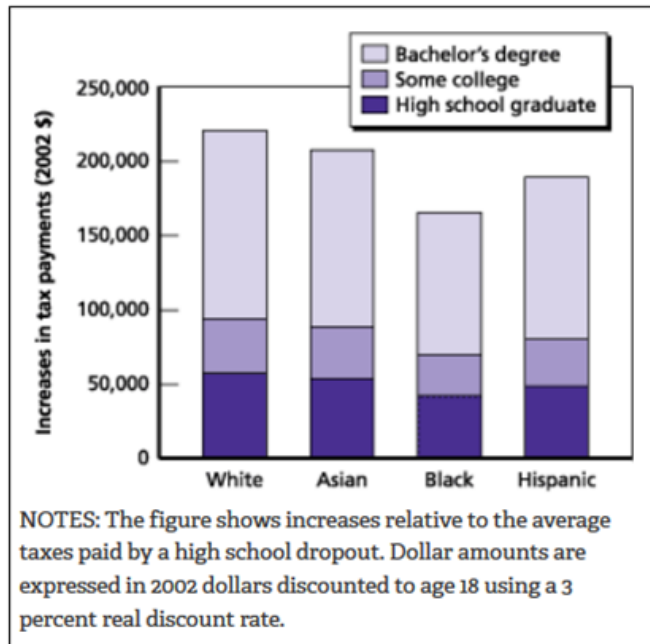
On average, increasing a US-born white male's educational attainment from some high school to high school graduation would be associated with increased tax payments over his lifetime equal to \$54,000 (https://www.rand.org/pubs/research_briefs/RB9461/index1.html).

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 each individual would be about \$51,000.

- 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. (https://www.rand.org/pubs/research_briefs/RB9461/index1.html).

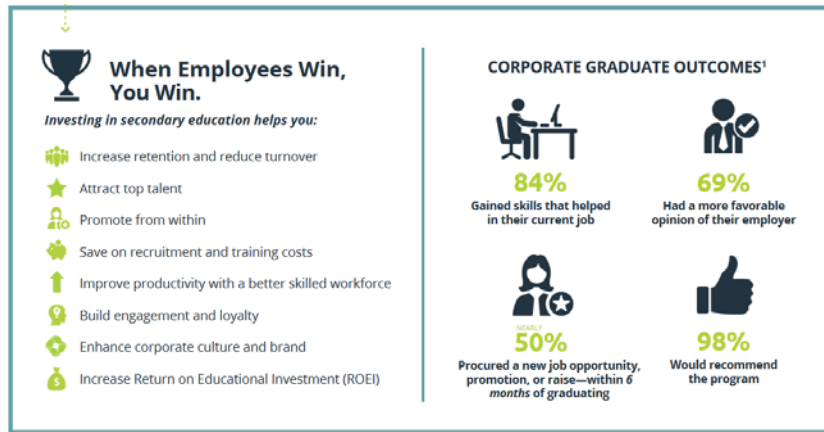


4. Describe data or information available to demonstrate the viability of the proposed project or program.

Many authoritative sources confirm the correlation of employment prospects and education. A high school diploma is a minimum requirement for achieving professional personal goals. A high school diploma offers nearly 50% greater than average earnings for employment acquired with less than a high school diploma. Specifically, the US Bureau of Labor Statistics has published data that supports the claim that people who have more education do better in today's high-tech economy than those with less education (<https://www.bls.gov/opub/mlr/2017/article/employment-trends-by-typical-entry-level-education-requirement.htm>).

The Rand Corporation has also reported that greater educational attainment increases the likelihood 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. (https://www.rand.org/pubs/external_publications/EP67276.html). Other online high school providers often digitize traditional curriculum that is not ideally suited or developed specifically for a disengaged youth and adult audience. Students enrolled in COHS learn to become completers. In turn, they serve as strong advocates for this program. They also continue with their postsecondary training and education in high numbers. On June 13, 2018, Smart Horizons Career Online Education (SHCOE) released their 2018 college acceptance list that includes state universities and community colleges across the country. Currently, ~ 80 percent of students completing the SHCOE high school program plan to enroll in college – an acceptance list of educational institutions from COHS students across the country is available here: <http://www.shcoe.org/list-of-post-secondary-institutions/>

From the 19-year-old graduate who earned a scholarship to top-ranked George Mason University to pursue his career in criminal justice, to the 35-year-old single mother of four who enrolled in a Florida state school to launch her paralegal career, SHCOE graduates are getting—and staying—engaged in the educational system.



The Wonderlic Basic Skills Test is an accepted standard for assessing workforce readiness by many employers. COHS students who participated in the Wonderlic Basic Skills Test before and after receiving instruction were found to be significantly more likely to improve their performance on their post-instruction test.

In the past five years, the COHS Program has had the following success:

National Program

- 48,317 total self-assessments
- 19,274 total prerequisite enrollments
- 6,545 total completed prerequisites
- 4,553 scholarships awarded
- 1,289 total alumni
- 2,266 currently active

Florida Program

- 5,370 total self-assessments
- 3,007 prerequisites enrollments
- 1,252 total prerequisites completed
- 979 scholarships awarded
- 386 alumni
- 334 currently active

The following libraries presently partner with SHCOE and Gale to impact lives and rake up program success, one graduate at a time:

- California State Library
- City of Los Angeles Public Library
- Denver Public Library
- El Paso Public Library
- Illinois Library System (RAILS)
- Kansas City Public Library
- Las Vegas Public Library
- Los Angeles Public Library
- New Jersey State Library
- Phoenix Public Library
- Public Library of Cincinnati
- Sacramento Public Library
- San Diego Public Library
- State of Colorado
- State of Florida
- Texas Public Libraries
- San Francisco Public Library
- Virginia Beach PL

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

The measures for the COHS Triumph will be limited to graduation from the COHS program. However, graduation rates can be calculated in relation to annual data from the US Department of Labor to

summarize the individual and cumulative economic impact of pre- and post-high school graduation income, along with enrollments in education beyond high school.

As articulated in the response to, *Explain how the proposed project or program is considered transformational and how it will effect the disproportionately affected counties in the next ten (10) years*, the projected effect is tied to research on the economic indicators that substantiate the value of a high school diploma in the realms of increased tax benefits to the affected counties, and reduced costs by the counties and the State of Florida for expenses related to the low-income, including reliance on public benefits and increased risks for incarceration.

A simple economic model will provide a report that includes: a) an estimated % of individual increased wages; b) an estimated % of cumulative COHS graduate wages; and c) an estimated increase in post-high school education. This data will be provided in Year 2 and Year 5 of the program, and projected over an additional 5-year period as 10-year/ long-term estimate of the impact on the 8 targeted counties of NW Florida.

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.)*

COHS Triumph is proposed to advance an existing model for the program as delivered through libraries. Nationally, it includes significant investment by corporate stakeholders, with graduation as the primary measure of success. As the number of COHS graduates increase, so have the investments by corporate citizens who recognize the value of the program as a source for a qualified workforce and stronger communities.

Organizational partnerships with McDonalds and Walmart, large city libraries, and community colleges, are successfully developed because the COHS program engages and is responsive to students *and to employers*. The program is innovative in offering a model for education and workforce development that is engaging, supportive, and flexible in approaches to access, funding, and supportive structures. COHS has also been developed to correlate with the interests and to comply with the mission and requirements of federal Workforce Innovation and Opportunity Act (WIOA) funding programming – as aligned with key business interests.



The program employs an innovative curriculum aligned to the National Common Core Standards (NCCS), the convenience of an anytime-anywhere online learning platform, and interactive content that engages adult learners and helps them achieve their educational goals.

Priorities

1. *Please explain how the proposed project meets the priorities identified:*

- a) *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.*

COHS Triumph will result in the attainment of a private high school diploma and career credential that will result in increased earnings in contrast to employment with less than a high school diploma. In correlation with increased income so will tax revenues increase. In addition, it will decrease costs associated with less than a high school education, including reliance on public benefits, and incarceration for which risk increases in correlation with low income/poverty. Students will be positioned to enroll in additional education and unlimited in their career choices because of a broad foundation of contextual learning that helps them value what they learn as relevant to jobs, careers, and further educational pathways.

- b) *Increase household income in the disproportionately affected counties above national average household income.*

COHS Triumph will increase the opportunity for household income in the disproportionately affected counties above national average household income by positioning graduates for vocational and higher education, in addition to enhancing their opportunities for immediate gains in employment post-graduation.

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

COHS Triumph will leverage an existing COHS program that is delivered through Florida libraries. Adult programming staff work with Gale who trains librarians and administrators, and provides marketing and recruitment tools and resources. The partnership leverages existing resources of community libraries and the program partners to maximize the impact of the program and funding by Triumph Gulf Coast, Inc., Trust Fund.

- d) *Partner with local governments to provide funds, infrastructure, land, or other assistance for the project.*

Community-based public libraries in the eight (8) targeted counties will be integral to the outreach, recruitment and as support throughout the project as articulated in the program description under Eligibility. Our existing COHS program will allow us to target the 8 NW counties with funding that will also allow a shift of current scholarships to other FL counties.

- e) *Provide outcome measures.*

Outcome measures are limited to COHS graduation data because it is not practicable to track student employment and relevant economic factors long-term. Generally, US Department of Labor funded demonstration projects report data for up to 90 days post-program participation/completion, and are often tied to specific occupation tracks or initiatives, or industry-specific goals. The COHS program design provides graduates options in relation to career paths and additional education through the career credential that provides an entrée to stronger alignments to industries of interest. The projected impact of graduation as an outcome is described in the response to *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.

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

COHS Triumph is projected to provide transformational impact on up 910 who graduate from COHS with a private high school diploma and career credential. Further, the positive impact on these individuals and their families correlate with significant, positive impacts on the socio-economic structures of the disproportionately affected counties. Please see *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.*

- a) *May be consummated quickly and efficiently.*

COHS Triumph would be launched with existing resources and the capacity, competencies and infrastructure of a strong educational collaboration with a history of positive impact across the U.S. Upon award of the contract Gale is positioned to have COHS Triumph operational within 60 days or less.

- b) *Align with Northwest Florida FORWARD, the regional strategic initiative for Northwest Florida economic transformation.*

COHS Triumph is aligned with the Florida FORWARD vision for:

Talent

- < COHS Triumph offers a *workforce training and development initiative designed to meet the needs of large employers relocating or expanding in Northwest Florida* by providing a high school diploma program and career-credential to increase the qualified workers in this region.
- < COHS Triumph establishes an *employer-informed (and partially) driven workforce training initiative focused on assisting underemployed and long-term unemployed residents*. COHS was developed to align with the needs of employers who currently extend scholarships through partnership with the COHS Triumph partners. The project reaches out to the underemployed and long-term unemployed who are often disadvantaged by less than a high school education.
- < COHS Triumph expands *work-based learning and career exploration opportunities for students* by contextualizing this virtual private high school program with a career credential and other contexts for career exploration and advancement, such as the financial literacy curriculum that is used in the math curriculum of the program.
- < COHS Triumph is designed specifically to *increase employability skills training programs to reduce employment barriers for all students and adults, with a particular focus on underserved populations*. Based on educational research that focuses on the concept of educational trauma, COHS is designed to re-engage adults and youth who have left the educational system. In this way, COHS is uniquely positioned to support completion of a private high school diploma and help students develop entry-level workplace and life skills that support postsecondary education and employment opportunities by underserved populations.

Quality of Place Strategies

- < COHS Triumph holds great potential to *enhance and protect the Region's quality of life while laying the foundation for sustainable economic growth* with extensive experience developing and sustaining partnerships, collaboration and employer networks. Strong partnerships have been

developed and recognized by the Clinton Global Initiative, the Upskill America initiative, YouthBuild, and with the National Association of Workforce Boards. Our networks across the public library, public workforce and private corporation channels extends to securing funding and recruiting students in the COHS program. We also enjoy a partner community of over 900 community colleges and over 2,000 educational partners that provide over 450 individual instructor led courses and 100 online career training programs that prepare students for certification. We serve over 2,000,000 student and adult learners.

c) Provide a wider regional impact versus solely local impact.

COHS Triumph has the potential to impact a wider region of Florida as graduates pursue employment and/or education outside the 8 targeted counties. More significantly, employer investments in COHS scholarships are expected to increase as data that provides evidence of success is shared. In addition, the award of COHS Triumph will permit the state program to have a deeper reach in other parts of the state with more scholarships to distribute because Northwest Florida has its own program.

d) Align with other similar programs across the regions for greater regional impact, and not be duplicative of other existing projects or programs.

COHS Triumph is unique in its approach to engaging adults with less than a high school education and assisting their successful completion of a private high school curriculum and career credential. The unique qualities the evidence-based academic model founded in educational trauma research in the design of curriculum as:

- < Re-engagement strategies that lead to completion
- < Systematic student engagement model helps students overcome fear of failure with support and life-skills
- < Occupational skills training (eight career paths) provide students with relevant workplace skills
- < Recognized post-secondary credentials and/or
- < Industry recognized credentials

Courses are contextualized and supports provided to support post-secondary education and training:

- < Financial literacy education (COHS Consumer Math Course) provides instruction in spending plans, savings plans, asset allocation, student loans, and paying off debt – positioning students to manage a paycheck and stabilize their lives
- < Career awareness, career counseling, and career exploration services inform students' choices and nurture their interests in program completion and long-term career paths
- < Career curriculum gives students opportunity to select a career path and covers topics such as motivation, work-life balance, and self-management so students can explore a specific field
- < An Academic Coach provides one-on-one academic and workforce and coaching to each student.

e) Demonstrate long-term financial sustainability following Triumph Gulf Coast, Inc. funding.

Current corporate partners and businesses are investing in the COHS program for employees and others in the community. These business partners and investments have grown in relation to the success of the COHS program. We expect to share the success of the COHS Triumph to further engage Florida businesses to sustain and grow the project.

f) Leverage funding from other government and private entity sources.

Please see the previous response.

g) Provide local investment and spending.

Please see the response to g., above.

h) Provide clear performance metrics over duration of project or program.

COHS Triumph will include annual program performance reports that include: a) enrollment, b) career credential selection, c) program start d) program progression, and e) program completion. In addition, a cumulative report will be provided at the second and fifth years of program funding, to include an early and final performance and demographic report. COHS Triumph will comply with these performance measures or reports as mandated by the funding.

i) Include deliverables-based payment system dependent upon achievement of interim performance metrics.

The partners request an allocation of funding through the first four years of the program with any adjustment made in the fifth year. Program partners would prefer this method since the number of enrollments, progression and graduation can vary greatly because of the flexibility of the program (6 to 18-month average completion rate for students). Reporting would include a total cost per student based on the total costs for scholarships, staffing, and any supplemental costs required for the student.

Funding and Budget

1. Identify the amount of funding sought from Triumph Gulf Coast, Inc and the time line.

Year One	Year Two	Year Three	Year Four	Year Five	Total
\$ 418,311	\$ 357,409	\$ 348,622	\$ 348,622	\$ 345,598	\$ 1,818,562

Budget details provided under section 5 of Funding and Budget on page 21.

2. What percentage of the total program or project costs does the requested award from the Triumph Gulf Coast, Inc. represent.

The Florida COHS program is budgeted for \$750,000 per year for the entire state of Florida and its residents (for state fiscal year 2018-19). The Triumph Gulf Coast project annual costs would represent 23-24% of the annual costs of the Florida statewide COHS program. With a more focused hand on approach administer to assist the 8 counties and their library staff who have fewer dedicated library professionals to work with the adult community enrolled in the state program.

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

Upon completion of the program COHS participants receive an accredited private high school diploma opening doors for employment and strengthened when students receive career certificates in the following areas of study:

- | | |
|---------------------------------|-----------------------------|
| 1. Certified Protection Officer | 6. Homeland Security |
| 2. Child Care and Education | 7. Hospitality and Leisure |
| 3. Commercial Driving | 8. In Home Healthcare |
| 4. Food and Hospitality | 9. Office management |
| 5. General Career Preparation | 10. Retail/Customer Service |

With a high school diploma and career credential, COHS graduates should expect to see significant increases in their wages. The U.S. Department of Labor reports median weekly earnings of full-time wage and salary workers age 25 and older were \$909 in the second quarter of 2017. **Full-time workers without a high school diploma had median weekly earnings of \$515, compared with \$718 for high school graduates (no college)** (<https://www.bls.gov/opub/ted/2017/high-school-graduates-who-work-full-time-had-median-weekly-earnings-of-718-in-second-quarter.htm>).

The chart on the next page shows the variations as percentiles that can be expected by COHS graduates.

Selected percentiles of usual weekly earnings of full-time wage and salary workers age 25 and older by educational attainment, 2nd quarter 2017 averages, not seasonally adjusted

Characteristic	10th percentile	25th percentile	50th percentile (median)	75th percentile	90th percentile
Total	\$431	\$606	\$909	\$1,420	\$2,147
Less than a high school diploma	330	404	515	724	999
High school graduates, no college	395	515	718	1,021	1,489
Some college or associate degree	427	581	799	1,152	1,637
Bachelor's degree only	580	802	1,189	1,819	2,609
Advanced degree	719	1,005	1,451	2,205	3,156
Men	458	645	995	1,565	2,384
Less than a high school diploma	361	422	583	787	1,065
High school graduates, no college	418	574	797	1,155	1,661
Some college or associate degree	472	633	917	1,326	1,877
Bachelor's degree only	614	906	1,375	2,022	2,909
Advanced degree	768	1,140	1,732	2,522	3,784
Women	412	567	824	1,239	1,878
Less than a high school diploma	301	376	444	572	793
High school graduates, no college	371	470	620	847	1,156
Some college or associate degree	406	522	707	984	1,366
Bachelor's degree only	539	738	1,030	1,517	2,108
Advanced degree	673	919	1,270	1,882	2,610

4. *Does the potential award supplement but supplant existing funding sources;*

Yes, the funds from Triumph will allow scholarships currently available through a COHS program in FL to be reallocated to other Florida communities that are not eligible for Triumph support.

5. *Please provide a Project Budget/Program. Include all applicable costs and other funding sources to support the proposal. (see attached Budget document)*

TOOLS FOR SUCCESS

Program Administrator Narrative

COHS Triumph will engage a professional Program Administrator to work with the staff at the (8) county libraries who will be engaged in the program. We anticipate the ramp up to in months 1-6 will require additional time from the project manager. Mid-months of the project will be spent on support, maintenance and reporting and the final month will be spent in data collection and wrap up. The Administrator will provide support, accountability for all funds and ongoing source of motivational engagement at the library and participant level.

Month	Number of Hours	Cost per Hour	Per Month Expense	Total Cost/Expense
1-6	40 hours per month	\$50.00	\$2,000	\$12,000
7-58	20 hours per month	\$50.00	\$1,000	\$52,000
59-60	30 hours per month	\$50.00	\$1,500	\$3,000
TOTAL				\$67,000

Program Administrator

We will contract for the services of a local multitype library cooperative, PLAN, (<https://plan.lib.fl.us/>) located in Northwestern Florida, to oversee accounts, payroll and expenses. PLAN is a non-profit 501(c)3 organization. They will accept and disburse the funds for the project to the partner participants: Smart Horizons, Gale of Cengage, and the participants as needed and according to budget allocations. Public libraries participating in the program offer COHS as programming – currently COHS is offered through Florida libraries.

Computer and Internet Equipment

A barrier in all communities for 24/7 learning opportunities is often technology and access to a viable internet service. With our application we are requesting the additional funds to supplement technology and internet in the Northwest region of Florida to ensure program participants eliminate one barrier to their continued progress and to support success in the program. Portable wi-fi devices provide participants with strong internet wherever they are – home, work or on the road. The laptop equipment will be divided among communities through public libraries to ensure equal access to devices for program participation. The laptops will be checked out to participants as needed. The equipment is not gifted/assigned to a program participant, rather they are included in a shared pool of equipment to ensure current technology for program access.

Marketing Costs Narrative

Direct Mail – Gale can leverage its partnership with Alteryx, a data analytics enterprise, to use U.S. Census and Experian’s Mosaic lifestyle segmentation to target households with adults who lack a high school diploma using direct mail.

- < Year 1 Total \$4,039 (\$3,239 postage, \$500 printing, \$300 mail fee). This cost covers mailing to each of the 11, 171 households with an individual who attended during the 12th grade but did not earn a high school diploma.
- < Year 2 Total \$6,241 (\$5,166 postage, \$700 printing, \$375 mail fee). This covers cost of mailing to each of the 17,814 households with someone who completed 11th grade but did not earn a high school diploma.

\$10,280 five-year total

Outdoor & Transit Advertising will be an effective and efficient method of reaching the library’s target demographics in these markets. This media mix will provide both external <non-ridership> as well as internal reach <transit customers> in areas where the demographics match the target for this campaign.

- < Year 1 Total \$10,450 (\$9,000 for outdoor coverage in five counties where there is no transit advertising available: Franklin, Gulf, Santa Rosa, Walton & Wakulla Counties. \$1,450 for transit coverage in Bay, Escambia, & Okaloosa Counties.)
- < Year 2 Total \$6,500 in Jan. New Year, New Start campaign and Aug. Back to School campaign (\$1,800 for outdoor coverage in 1 of the 8 counties. \$1,450 for transit in Bay, Escambia, & Okaloosa Counties.)
- < Year 3 Total \$6,500 in Jan. New Year, New Start campaign and Aug. Back to School campaign (\$1,800 for outdoor coverage in 1 of the 8 counties. \$1,450 for transit in Bay, Escambia, & Okaloosa Counties.)
- < Year 4 Total \$6,500 in Jan. New Year, New Start campaign and Aug. Back to School campaign (\$1,800 for outdoor coverage in 1 of the 8 counties. \$1,450 for transit in Bay, Escambia, & Okaloosa Counties.)
- < Year 5 Total \$6,500 in Jan. New Year, New Start campaign and Aug. Back to School campaign (\$1,800 for outdoor coverage in 1 of the 8 counties. \$1,450 for transit in Bay, Escambia, & Okaloosa Counties.)

\$36,450 five-year total

Public Relations – Gale will engage a public relations professional to help generate media placement throughout the eight counties focused on library and graduate successes.

- < Public relations freelance consultant @\$75 per hour. Consultant will develop launch and graduation press releases, social media posts, attempt media placements, and write library and graduate success stories for all eight library systems.
- < Year 1 Total \$4,000 Launch month campaign, Jan. (New Year, New Start), Aug. (Back to School)
- < Year 2 Total \$1500 Promote COHS library graduations
- < Year 3 Total \$1000 Promote COHS library graduations
- < Year 4 Total \$1000 Promote COHS library graduations
- < Year 5 Total \$500 Promote COHS library graduations

\$8,000 five-year total

Digital Marketing - Facebook ads and Google Pay Per Click (PPC) – Gale will set up the campaigns and monitor them daily, making adjustments to achieve target goals. Why Digital? Digital ad campaigns allow for specific targeting and retargeting more so than other mediums. We know what population we are pursuing and through digital can target the desired segment. With digital advertising, campaign analytics are readily available to track success and pivot, when necessary.

- < Facebook Advertising (5 yr. total \$4,300)
Gale can target location, demographics, educational attainment.
 - Year 1 Total \$1500 @\$500 launch month, Jan. (New Year, New Start) Aug. (Back to School)
 - Year 2 Total \$1000 @ \$500 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 3 Total \$600 @ \$300 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 4 Total \$600 @ \$300 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 5 Total \$600 @ \$300 each in Jan. (New Year, New Start), Aug. (Back to School)
- < Google Pay Per Click (PPC) (5 yr. total \$6,750)
Gale bids on moderately priced key words and pays per click.
 - Year 1 Total \$2250 @\$750 launch month, Jan. (New Year, No You), Aug. (Back to School)
 - Year 2 Total \$1500 @ \$750 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 3 Total \$1000 @ \$500 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 4 Total \$1000 @ \$500 each in Jan. (New Year, New Start), Aug. (Back to School)
 - Year 5 Total \$1000 @ \$500 each in Jan. (New Year, New Start), Aug. (Back to School)

\$11,050 five-year total

Print/Digital Materials – Gale will produce custom marketing materials including brochures, bookmarks, posters, and web ads for each of the eight library systems.

- < Print/Digital Materials (5 yr. total \$21,000) Gale will produce custom marketing materials including brochures, bookmarks, posters, and web ads for each of the eight library systems.
 - Year 1 Total \$10,000 Launch materials to include customized brochures, bookmarks, posters and digital ads for placement on library websites

- Year 2 Total \$3,000 Replenish marketing collateral as needed
- Year 3 Total \$3,000 Replenish marketing collateral as needed
- Year 4 Total \$3,000 Replenish marketing collateral as needed
- Year 5 Total \$2,000 Replenish marketing collateral as needed

\$21,000 five-year total

Pull Up Retractable Banner 2.75' w x 6.9' h – Gale will supply each library system with two customs pull up banners for display in the library or at outreach events.

- Year 1 Total \$6,720. Purchase 16 banners @ \$420 each to distribute 2 per library system.
- Year 2 Total \$1,260. Purchase 3 banners as replenishment supply at \$420 each to distribute as needed.
- Year 3 Total \$1,260. Purchase 3 banners as replenishment supply at \$420 each to distribute as needed.
- Year 4 Total \$1,260. Purchase 3 banners as replenishment supply at \$420 each to distribute as needed.
- Year 5 N/A

\$10,500 five-year total

COHS TRIUMPH BUDGET DETAIL

	Computational Details/Notes	Year 1	Year 2	Year 3	Year 4	Year 5	Project Total
1. Career Online HS Program							
Prerequisite site	Cost per year	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
Scholarships	182 awarded per year	\$ 199,290	\$ 199,290	\$ 199,290	\$ 199,290	\$ 199,290	\$ 996,450
	\$ 1095 each						
2. Project Consultant	\$50 per hour						
	Months 1-6 40 hrs. mo.	\$ 18,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 13,000	\$ 67,000
	Months 7-57 20 hrs. mo.						
	Months 58-60 30 hrs. mo.						
3. Travel & Expenses	Consultant & Participants						
	training/coaching/interviews	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 4,500
4. Supplies & Materials	graduation events	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
	WIFI Hotspots 24 units + data	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 120,000
	laptops- 30 units	\$ 30,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 34,000
5. Marketing Services	see marketing detail	\$ 38,959	\$ 21,001	\$ 13,360	\$ 13,360	\$ 10,600	\$ 97,280
	SUBTOTAL	\$ 363,749	\$ 310,791	\$ 303,150	\$ 303,150	\$ 301,390	
6. Program Administrator	15% of annual allocation	\$ 54,562	\$ 46,618	\$ 45,472	\$ 45,472	\$ 45,208	\$ 237,332
	(FL Cooperative Network PLAN will be used)						
8. Total Direct Costs		\$ 418,311	\$ 357,409	\$ 348,622	\$ 348,622	\$ 345,598	\$ 1,816,562
9. Current FL COHS Library Program							\$ 136,875
10. Total Project Funding							\$ 1,953,437
11. Funding Request TGCI							\$ 1,816,562

ADDENDUM FOR WORKFORCE TRAINING PROPOSALS

Program Requirements

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

< Increase students' technology skills and knowledge

As part of the program, student's complete industry-specific coursework to earn a specialized Career Certificate that prepares them for success within their corporation. They also learn essential career skills that can be applied on the job, such as computer, communication, and management skills, as well as knowledge about professionalism in the workplace and common on-the-job issues.

< Encourage industry certifications

Built for WIOA Compliance: The Workforce Innovation and Opportunity Act (WIOA) was created to better address the employment and skills needs of employees, jobseekers, and employers. WIOA stresses the importance of education, training, credentials, and skills; helping people with barriers to employment; meeting the needs of employers; and increasing the success and economic self-sufficiency of workers. Designed to meet WIOA requirements, COHS offers:

- < Eight occupational skills training paths (majors) provide relevant workplace readiness training
- < 81% of students matriculate into post-secondary education, leading to attainment of additional credentials
- < Evidence-based academic model, built on educational trauma research
- < Systematic student re-engagement strategies increase completion percentage
- < Career curriculum gives students an opportunity to explore career paths
- < Dedicated academic and workforce coach provides one on one guidance
- < Activities link to career awareness, career counseling, and career exploration services
- < Financial literacy section covers spending and savings plans, student loans, and paying off debt
- < Workforce activities are offered concurrently with training for a specific occupational cluster
- < Program includes life skills training in motivation, work life balance, and self-management
- < Students create a career portfolio

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

- COHS has better outcomes than the GED: The curriculum is based on a master proficiency training model with better results than the GED.
- Transfer Credits: Students can transfer in all previously earned courses in order to maximize their time and workforce board resources.
- COHS is AdvancED/SACS/NCA/NWAC Accredited: National accreditation not only ensures superior quality, but also means that graduates are eligible for federal student aid programs, should they decide to further their education.

< Strengthen career readiness initiatives

- Skills-Based, Career-Focused Curriculum: Builds the skills that students will need to succeed in further vocational training.

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. Students graduate with an accredited private high school diploma and a certificate in a high-growth, high-demand career field, along with a resume, cover letter and other tools to start or advance their career. Their certificate gives them a stronger entrée into the workforce, but the contextual qualities and rigor of the program prepare them students for any trajectory they choose – vocational or secondary education, or broaden their employment options.

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

< *Economic recovery*

The program will advance economic recovery by increasing the wages of 907 individuals in the targeted counties to nearly 50% more than before their graduation from COHS to assist their financial stability, capacity to spend money within their community, and mitigating the risks for and actual costs correlating with less-than-high-school education and relevant employment opportunities.

< *Enhancement of the disproportionately affected counties*

An accredited private high school diploma offers better leverage of career and educational opportunities than equivalency testing (<http://www.econ.wisc.edu/Durlauf/HHR.pdf>) and COHS Triumph will enhance the disproportionately affected counties by extending education to their residents who are at risk for financial stability because of low-educational attainment.

2. *Additional Information*

A. Is this an expansion of an existing training program? Is yes, describe how the proposed program will enhance or improve the existing program and how the proposal program will supplements but not supplant existing funding sources.

Yes. The program partners are now finalizing a contract to distribute scholarships to ~39 libraries across the state and for a relevant COHS program prerequisite Website. The partners have prepared this application for funding from Triumph Gulf Coast Inc., Trust Fund which would allow the Florida statewide program scholarships presently allotted to the 8 target counties to be redistributed to libraries outside of those eight communities to increase the reach of the program.

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

The online design of COHS offers flexibility for students, allowing them to complete the program in 6 to 18 months, depending on individual pace and in relation to transfer credits from previous high school coursework. Technology also provides the scaffold for greater instructor and learner efficiencies in the COHS model, creating common features of high-impact educational engagement practices that support progression in the program. We anticipate the applicants will be on a rolling enrollment/completion schedule. The scholarships will be distributed within the five-year timeline to ensure completion and support is available for all participants.

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

As COHS graduation has grown, so has the investment of the business community that benefits from the increase in a qualified workforce. COHS Triumph partners expect the dissemination of program outcomes data will increase the interest of businesses and their commitment to scholarship funds that will sustain and grow financial support for the program. Even as high school completion rates climb and the success of COHS increases, the program has proven its success as a supportive option for students with multiple barriers to educational and/or employment success and continues to draw library, community grants and corporate sponsorship of scholarships to ensure the program will continue in Northwest Florida.