

TRIUMPH GULF COAST, INC. PRE-APPLICATION

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

APPLICANT INFORMATION

Name of Individual/Entity/Organization: Children's Home Society of Florida

Proposal Title: Creating Tomorrow’s Workforce with Weis

Amount of Triumph Funds Requested: 3,596,060

Total Estimated Project Cost: \$5,296,059

Brief Description of Individual/Entity/Organization:

From the modest beginnings of a home for orphans, Children’s Home Society of Florida (CHS) has developed into the largest private non-profit, child-focused organization in Florida meeting the needs of children and families across the state. CHS operates 11 regions; each with varying community needs and resources. Despite being a statewide organization, CHS maintains a local leadership presence so that programs can be matched to community needs and culture. The Western Region includes Escambia County and manages Weis Community Partnership School in Pensacola, Florida. Other services include Family Visitation Centers, Healthy Families, adoption, post-adoption services, counseling, telehealth, Youthworks (services for children who have dropped out or are considering dropping out of school), and M-Power (transitional living program for homeless and runaway youth ages 16 to 21). A founding member of the Child Welfare League of America, CHS was instrumental in helping pass Florida's first child protection laws, and remains devoted to preventing abuse and neglect through prevention and intervention services throughout the state. CHS has helped more than a million children and family members in the past hundred years, reaching over 50,000 children and families per year.

CHS’ vision is “a world where children reach their full potential” and its mission is “building bridges to success for children”. CHS’ strategic focus is to find, develop and implement innovative solutions that will lead to real impact for children. CHS goals include breaking the generational cycle of child abuse in families, protecting children from harm, healing children who've been hurt, creating strong, stable families and helping children grow up safe, healthy and prepared for life. At the heart of everything done by CHS is its belief that children have the right to dream and that the potential of children, families and communities to rise above circumstances can only be realized by cultivating their strengths.

In 2008, CHS and the University of Central Florida explored ways to partner to improve outcomes for students. The solution, the Community Partnership School™ model (CPS), is based upon a proven strategy launched in New York three decades ago. In 2011, CHS, UCF and Orange County Public Schools signed a 25-year memorandum of understanding to open Florida’s first CPS at Maynard Evans High School in Orlando. Graduation rates increased by nearly 20 percent, attendance improved, and disciplinary actions declined. Nearly 200 more students graduate each year with more opportunities to realize their full potential. Because of the success of the model, CHS has replicated the model in a dozen CHS-driven CPS across Florida including the CA Weis

Elementary Community Partnership School. The CHS Community Partnership School™ model is a collective impact model. Core partners (school, university, health care provider and local non-profit like CHS) along with a community leadership council, parents and students share a vision for their community. The backbone non-profit (CHS) along with core partners, blend and braid funding wherever possible to close gaps.

Weis became a community school in 2016 in collaboration with the School Board of Escambia County, University of West Florida, and Community Health of Northwest Florida (CHNF). CHNF operates an on-site medical clinic for students. Funding for the school comes from a variety of sources including federal grants, United Way, state funding, private foundations, private donations and state of Florida legislative appropriations. Community partnerships provide extracurricular activities, weekend food backpack programs, services such as clothing for the clinic, school supplies, and numerous volunteer hours. These services include parent programs such as GED classes and employability classes as well as afterschool and summer enrichment programs for its students. Enrichment programs include: tutoring and homework assistance, mentors, STEM programs, arts and cultural programs and character education.

A CPS is built around needs identified by students, parents and teachers. CPS put the right people, resources and services in place - from onsite health care to after-school tutoring with a hot meal - to help students overcome barriers to learning and success. CPS schools become centers of the community, open to everyone in a “one-stop shopping” service model. As the lead nonprofit, CHS brings the CPS together. The director is the coordinating point of contact for each of the partners. CHS operates the “hub” at each school, and our CPS director runs the operations. Core staff include a director, after-school coordinator, health programs’ coordinator and parent coordinator. CPS have dedicated facilities at the school for staff along with a Parent Resource Center.

The goal of a community school is to meet the needs of the students, parents and families in order to remove barriers to learning. The program also seeks to improve community employment and decrease community poverty. The core components are creating and supporting a strong core instructional program design, providing enriched activities, and ensuring accessibility to a full range of health and behavioral health services that benefit students, families and communities as a whole. Enriched activities are provided through collaboration with community partners.

CHS’ infrastructure enables it to manage funding from many different sources for programs such as CPS. CHS has an operating budget in excess of \$112 million per year, with a diversified, stable funding base, including the State of Florida, more than \$13 million from individuals, corporate and foundation donors, as well as significant funding from federal grants, local cities and counties, local United Ways, Medicaid and fee for service. CHS has extensive experience successfully managing more than 30 federal grants totaling more than \$32 million during the past 10 years including grants from the US Departments of Labor, Justice, Education, and Agriculture, SAMHSA, Florida Department of Children and Families, as well as numerous grants from Health and Human Services. CHS conforms to GAAP accounting practices and OMB circular A-122. The last two years of financial audits found no instances of compliance required to be reported under Government Auditing Standards or deficiencies of internal control.

CHS’ accounting and finance department, human resources, quality management, data systems, and information technology support are centralized for efficiency. CHS’ experience and ability to effectively manage public and federal funding is supported by its key systems of management and controls over fiscal, reporting and operational processes which include, external audits by independent CPA firms and funders as well as Internal Audit processes by external 3rd party

service providers. CHS' administrative capabilities are supported by its organizational structure, management hierarchy and its general and application controls over the agency's Information Management Systems

Contact Information

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

Escambia County School district

Community Health of Northwest Florida

University of Western Florida

Please Select the Proposal's Eligibility Category(s)

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.

Please Select the Priorities this Proposal's Outcomes will Achieve

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.

i. Funds Requested: Total \$3,596,060 (\$359,606 annually for 10 years will prepare children at Weis Elementary School and their parents to become tomorrow’s technologically advanced workforce for approximately \$654 per year per child (550 children annually)).

ii. Annual Match Funding

Source	Amount	Description
Contributed Professional Services – Community Health NW Florida	\$ 205,519	Cottage – Health Clinic
Contributed Facilities Usage – Escambia School District	\$ 2,611	Occupancy for CPS staff
Contributed Goods – such as school uniforms, food, hygiene items, clothing	\$ 83,000	In-Kind Goods
Medicaid – revenue from CHS counseling students	\$ 60,480	Counseling
University of Central Florida	\$ 90,000	Core Operating Grant
TOTAL	\$ 441,610	

iii. Location: C.A. Weis Elementary School, 2701 N. Q Street, Pensacola, FL 32505 in Escambia County.

iv. Description of Creating Tomorrow’s Workforce with Weis Children’s Home Society of Florida (CHS) strives to position the community surrounding CA Weis Elementary School for success in an increasingly digital world by taking a holistic approach to education and infusing digital knowledge into the CA Weis Elementary Community Partnership School. This request is to support the full implementation of the Community Partnership School (CPS) effort at C.A. Weis Elementary while adding in a technology focus. CPS focus on providing high quality enrichment programs for children, onsite health services, programs to engage parents and help them become or maintain self-sufficiency, and high quality teaching. CPS have 4 core partners (non-profit like CHS, school district, health service and a college or university partner) who provide a long-term commitment to the project. Weis CPS began in 2015 with a year of planning and then moved to implementation in 2016. Weis was selected for this effort because the children and the community are struggling. They live in poverty, in a high crime area and have poor school performance. Weis was an F rated school in 2015. With only 18% of 3rd, 4th and 5th graders scoring satisfactorily on state tests for Language Arts, 27% for math and 40% for science (grade 5 only) in 2017-18, these children are already falling into the achievement gap. This gap widens deeply as children get older, so early intervention is key. Research shows social capital to be a far better predictor of educational success than race, affluence, inequality and other economic indicators. Further developing the CPS will increase protective factors to enhance the likelihood of these children’s future success. To provide a foundation of technology and employability skills necessary to succeed, Creating Tomorrow’s Workforce with Weis will take a multi-generational approach by targeting children K-5 and their parents. This approach will ensure that the community has a foundation of skills necessary to succeed. Beyond computer skills, the CPS model targets soft skills, vital to future employability. CPS create consistent services that lead to long-term impacts on student success and proficiency in reading and math. Increased proficiency and educational success can effectively change the generational expectations of the surrounding community to a positive model for serving families and facilitation of educational success for children in the K-5 school system.

Return on investment to date includes the following:

- Decrease in behavioral referrals from 773 in School Year 2015/16 (SY15/16) to 492 in SY16/17
- Out of school suspensions decreased from 425 in SY15/16 to 248 in SY16/17
- Increased teacher retention rate to 98% in SY16/17 compared to about 40% in SY15/16

- School grade increased from an F to a C after only one year of full implementation.

Creating Tomorrow's Workforce with Weis will provide the following to students and parents:

Little Clickers (afterschool K-2) is a collaborative class for young children and their parent/caregiver(s) that provides a model for how to interact with technology and media in a healthy way.

Whiz Kids (afterschool/summer camp K-5) encourages kids to increase digital skills and interest in technology through an interactive curriculum that moves from computer basics to programming and robotics. Soft skills such as problem solving and creative thinking are also cultivated.

IC3 Spark (afterschool Grades 3-5) helps children learn and adopt critical skills necessary for their success in a world where technology is constantly changing. IC3 Spark ignites a passion for technology among participants and covers basic computing skills, key applications, and use of the Internet.

IC3 Digital Literacy Certification (parents) delivers a comprehensive solution for teaching adults how to succeed in any environment that requires the use of computers, devices, or the Internet. It includes concepts and skills that apply to almost any school or career pathway.

Raising a Thinking Child (RATC) trains parents to teach problem-solving skills to their children. 50 parents will be trained by the Parent Outreach Coordinator each year. One study found that children with behavior difficulties trained by their parents improved behavior in school and another found that "children learned to express their feelings, think of alternative solutions to problems, and identify possible consequences." Improvements were also found to be maintained 4 years after initial training.

Transformational Outcomes According to 2017 NW Florida Forward, there is a need for education systems to enhance soft skills training. Soft skills include capabilities and traits such as interviewing, communication, reliability, integrity, teamwork, time management, and problem solving. Foundations of problem solving begin in early childhood. **Creating Tomorrow's Workforce with Weis** addresses the need to build a foundation for children to develop into adults with these skills. Florida Jobs 2030 recommends that educators integrate employability skills into instruction "across the education continuum" starting in early childhood. Furthermore, employability skills are important to a learner's overall success both in school and in employment. Certification in IC3 (for parents and children) involves evaluating technology skills and provides verification of their knowledge. Taking a multi-generational approach to teaching employability skills has the capacity to bring about transformational outcomes. By simultaneously addressing skill deficits in parents and children, parents can reinforce these skills at home while pursuing their own success. Raising children who are functioning educationally on grade level and have soft skills to match their technological skills can transform the future of the entire community.

v. Timeline

Jan – May 2019 Planning period (train staff in program, establish protocols, schedule programs ...)

June/July 2019 Summer technology camp (RATC, Whiz Kids, recruit/hire/train technology teacher)

School Year 19/20 Implement technology program (RATC, Whiz Kids, Little Clickers, IC3 Spark, IC3 Digital Literacy); afterschool program; mental and physical health services; parent outreach and engagement; ...

Subsequent Years – Continue the CPS model by providing programming (afterschool and summer programs; mental and physical health services; technology curriculum updated annually – RATC, IC3, Whiz Kids, Little Clickers; parent engagement programs; GED and TESOL programs for parents; ...) and performing ongoing evaluation of academic and social outcomes along with enhancement and revision of programming based on results.