



CITY OF APALACHICOLA

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www.cityofapalachicola.com

May 29, 2018

Mayor

Van W. Johnson, Sr.

Commissioners

Brenda Ash

John M. Bartley, Sr.

James L. Elliott

Anita Grove

City Administrator

Lee H. Mathes, MMC

City Clerk

Deborah Guillotte, CMC

City Attorney

J. Patrick Floyd

Mr. Don Gaetz, Chair
Triumph Gulf Coast Board
P.O. Box 12007
Tallahassee, FL 32317

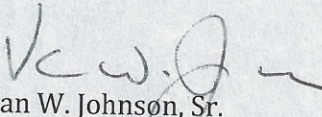
Dear Chairman Gaetz:

The City of Apalachicola is pleased to submit for your consideration this Triumph Gulf Coast application for Renovation of the Van Johnson Complex. This is one of the applications that the City is submitting relative to economic development and work force development in the areas of port improvements, critical infrastructure, solar energy development, workforce housing and public facilities improvements. Each application is worthy and will result in much-needed economic development to the City and region.

The City of Apalachicola has chosen to submit its applications directly to the Triumph Board without endorsement from the Franklin County Board of Commissioners. The City's project applications collectively exceed a cap that was established by the Franklin County Commission for project endorsement so the City has chosen to forgo County endorsement and submit their individual projects directly to the Triumph Board. In this particular application, we wish to point out that most of the public and private non-profit agencies residing in the Johnson Complex serve all of Franklin County, and beyond.

We appreciate the board's consideration of this and subsequent applications and the City stands ready to partner with all entities to promote economic development throughout the region.

Sincerely,



Van W. Johnson, Sr.
Mayor, City of Apalachicola

Applicant Information

Name of Individual (if applying in individual capacity):

Name of Entity/Organization: City of Apalachicola, Application #32

Background of Applicant Individual/Entity/Organization: The City of Apalachicola is located within Franklin County, one of the eight disproportionately affected counties in Northwest Florida

Federal Employer Identification Number: 596000264

Contact Information

Primary Contact Information: Lee Mathes

Title: City Administrator

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Website: www.cityofapalachicola.com

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.

There are 5 primary partners providing the key programs for Children Learning, Parents Earning that form the core of the One Stop Shop Cradle to Career (Cradle to Career) initiative. The partners for this initiative for the economic recovery of Franklin and Gulf Counties and the surrounding area are:

- Early Education and Care (EEC) providing Early Head Start
- Capital Area Community Action Agency (Community Action) providing Head Start
- Bring Me A Book Franklin
- Project Impact
- CareerSource Gulf Coast

The *primary partners* currently housed in the Johnson Complex targeted for renovation are Project Impact, Bring Me A Book Franklin and CareerSource Gulf Coast.

When the Johnson Complex is renovated, the Early Head Start will move from trailers and Head Start will move from its temporary facility. Both will be housed in the Children's Learning Center in the renovated Complex.

Other partners that are housed in the building and provide low cost or free services to children and families are Forgotten Coast Fitness and Sarah Madson, psychologist, and Panhandle Players (drama group).

Agencies and non-profits based off-site but providing services within the Complex are Franklin County Health Department, FAMU, Gulf Coast State College and Apalachicola Farmers Market.

Total amount of funding requested from Triumph Gulf Coast: \$2,716,000

(\$545,000 allocated for Children's Learning Center)

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

Yes No **X**

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.

N/A

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 find Attachments 1 through 6:

1. City of Apalachicola: most recent completed audit for (2015-16). Audit fy 2016-17 is in progress.
2. Early Education and Care, Inc. (Early Head Start) Audited Financial Statement 2016-17
3. Capital Area Community Action Agency (Head Start) Audited Financial Statement 2015-16
4. Bring Me A Book Franklin Inc. balance sheet as of 3/31/18
5. Project Impact - Project Award Notification from the FL Dept. of Education
6. CareerSource Gulf Coast - Gulf Coast Workforce Development, Inc. d/b/a CareerSource Gulf Coast, Audited Financial State June 30, 2017

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 **X**

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

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, proposed timeline for the proposed project or program, and the disproportionately affected counties that will be impacted by the proposed project or program.

Location

The City of Apalachicola seeks funding to renovate the Van W. Johnson Complex (Johnson Complex) with the inclusion of The Children's Learning Center, transforming the building into a vital **Cradle to Career** education and training center with safe and healthful working conditions. The Children's Learning Center will account for 20% of the building's square footage. The Johnson Complex is located at 192 Coach Wagoner Blvd., Apalachicola, FL 32320. Square footage of the building is approximately 60,000.

Description of the Project:

Children Learning. Parents Earning: The Foundation for Economic Recovery

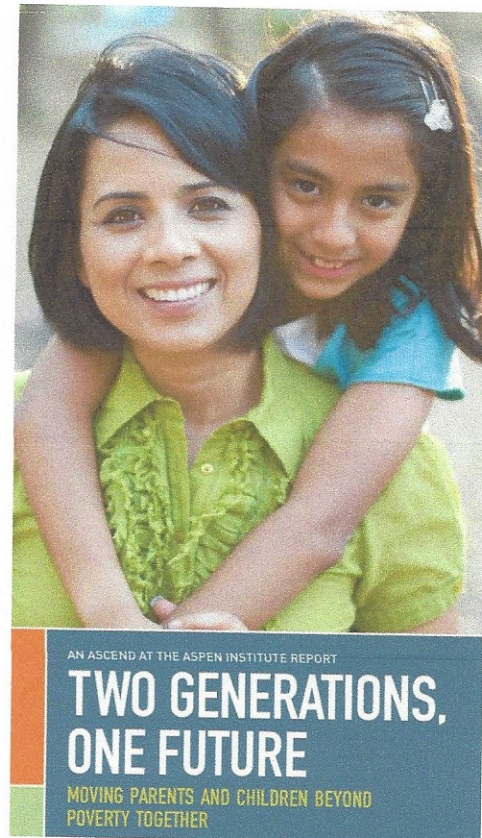
The Johnson Complex is the former Apalachicola High School and is an existing facility. It is essentially sound but in great need of restoration. Employees working in these non-profits and volunteers, the people they serve (including children) and the mayor of the largest city in Franklin County are occupying a building with poor air quality, make-shift air-conditioning and heating, roof leaks, out of date plumbing and electric, and no active fire alarm/suppression system.

Renovation of the Complex will provide a safe and healthful **Cradle to Career** working environment for the key non-profits that provide services for area residents, including many seafood workers and their families.

- Services will be expanded to include the Children's Learning Center (Early Head Start, Head Start and Bring Me A Book Franklin) which will provide early education, child literacy and health services directed toward promoting success in school and increased graduation rates.
- The proximity of services will facilitate referrals of parents and caregivers to CareerSource Gulf Coast for help with referral for GED assistance, training, education and job placement, and promote the partnership with the Franklin County Schools and the Gulf Coast State College to provide training and employment opportunities.
- Early Head Start, Head Start and Project Impact will continue to provide child care during working hours so that seafood workers and others seeking employment or higher paying jobs can, with the help of the CareerSource Gulf Coast and these other partnerships, pursue education, training and employment.

Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled workforce needed for a thriving economy for the near and distant future. The inclusion of childcare and early education add impact two generations both short and long term. **The renovation of the Johnson Complex provides the infrastructure for moving parents and children out of poverty together, providing a dual generational approach.** This dual generation approach focuses on creating opportunities for and addressing the needs of both parents and children together. **Adding the availability of childcare is an essential factor for families to become self-sufficient.**

Mosle, A. & Patel, N. (2012). **Two Generations, One Future: Moving Parents and Children Beyond Poverty Together.**



https://ascend.aspeninstitute.org/wp-content/uploads/2017/10/Aspen_Ascend20Report_Two_Gen_One_Future.pdf

The current condition of the building is unsafe for the proposed use. General improvements throughout the Johnson Complex will consist of roof repairs, plumbing and drainage pipe repairs, electrical circuitry, mold inspection and treatment (if needed), fire safety system, heating and air conditioning. Additional program support and repairs to the Children's Learning Center include: children's books for distribution, materials for community bookcases, general renovations for health, security and safety, restrooms; HVACs, playground areas, fencing, driveway and parking.

Promote economic recovery, diversification, and enhancement of the disproportionately affected counties

Children Learning, Parents Earning

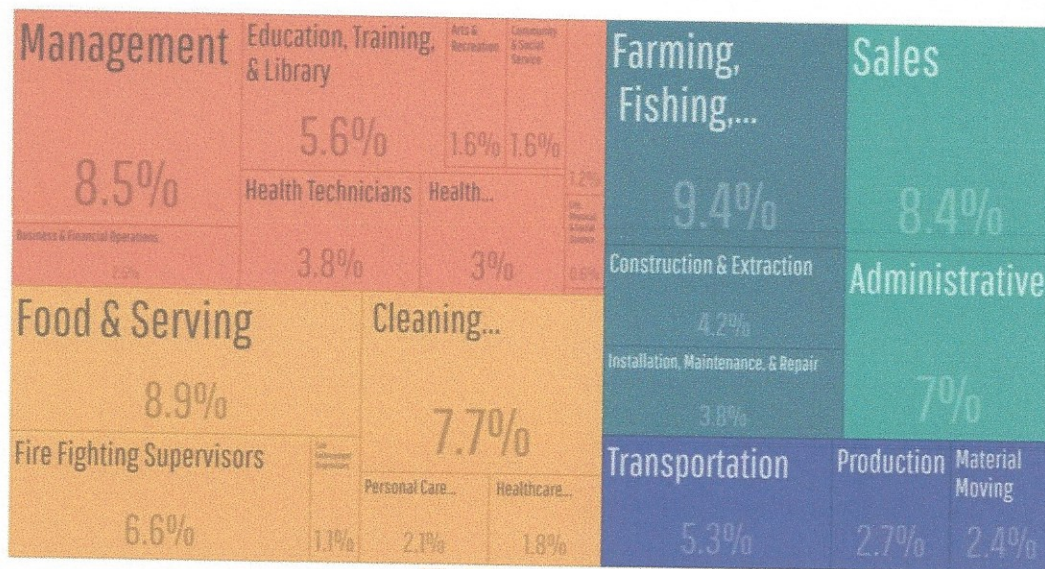
Cradle to Career is a multi-faceted approach to promote economic recovery, diversification, and enhancement of the economy through the contributions of the 5 major non-profits working in partnership together with the multiple non-profits housed in the facility also offering services and support for families.

The chart below shows the distribution of occupations in Franklin County. To be noted is the significant percentage of occupations that do not require a high school diploma or post secondary education.

The second chart indicates the median household income. In relating the information from the two charts, it is clear that most of the occupations pay salaries below the median. The intent of Cradle to Career is to raise the median salary through creating a more skilled and educated workforce.

Employment by Occupations in Franklin County

The closest comparable data for the county of Franklin County, FL is from the public use microdata area of Apalachee Region (Outside Leon County)



A huge body of research supports the facts that children who are exposed to a stimulating and vocabulary rich environment, learn to read, do well in school and are best able to financially support themselves and their families as adults. 30.7% of children ages birth to 4 in Franklin County are living in poverty.(US Census Bureau, America Community Survey, 2012-16. Source geography.county) Many of Franklin County's children do not receive this early stimulation, entering kindergarten two years behind in expected development and failing to learn to read. Beyond third grade reading proficiency is a necessity for school success. Consequently, Franklin County has one of the highest school drop-out rates in Florida.

Although the unemployment rate in Franklin County is low at 3.5%, underemployment is widespread. 20.4% of persons over 25 do not have a high school diploma as shown in the chart below. Many of these persons are seafood workers who dropped out of school (even in elementary school) to work in seafood harvesting and processing. For years, this was the sole industry in Franklin County. Many are functionally illiterate with little school experience and don't have the background to be able to provide the stimulation and vocabulary exposure that babies and toddlers need for critical brain development. This reality keeps 50% of families below the poverty line. Graduation rates have increased from 49% in 2014-15 to 74.6% in 2016-17. These figures can be misleading because the most disadvantaged students were moved to a separate alternative "academy" where their graduation rates would not be calculated in the overall county graduation rates.

Education

Educational Attainment

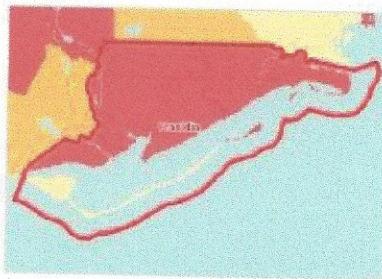
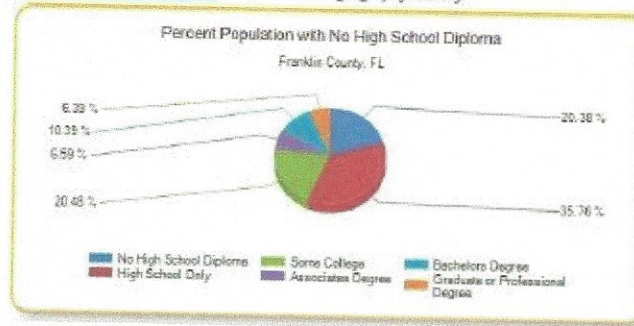
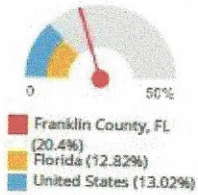
Educational Attainment shows the distribution of educational attainment levels in the report area. Educational attainment is calculated for persons over 25, and is an estimated average for the period from 2011 to 2016.

Report Area	Percent No High School Diploma	Percent High School Only	Percent Some College	Percent Associates Degree	Percent Bachelors Degree	Percent Graduate or Professional Degree
Franklin County, FL	20.4%	35.8%	20.5%	6.6%	10.4%	6.4%
Florida	12.82%	29.2%	20.6%	9.6%	17.8%	10%
United States	13.02%	27.5%	21%	8.2%	18.8%	11.5%

Note: This indicator is compared with the state average.

Data Source: US Census Bureau, [American Community Survey](#), 2012-16. Source geography: County

Percent Population with No High School Diploma



Population with No High School Diploma (Age 18+), Percent by Tract, ACS 2012-16



Adult Literacy

The National Center for Education Statistics (NCES) produces estimates for adult literacy based on educational attainment, poverty, and other factors in each county.

The Early Head Start and Head Start programs provide this supportive early education environment. However, in April, 2017, Capital Area Community Action Agency (Community Action) which is the agency contracted to provide Head Start, withdrew Head Start from Franklin County because the classrooms occupied by Head Start in the Franklin County Consolidated School District were needed for K-12. A task force of local citizens, led by the non-profit Bring Me A Book Franklin, initiated actions to reverse this decision. The City of Apalachicola offered a temporary facility for the 2017-18 school year, (extended to 2018-19) and reserved the permanent use of Wing A, approximately 20 % of the Johnson Complex for the creation of The Children's Learning Center in which Head Start would be permanently located.

The Children's Learning Center will house Early Head Start, provided by Panama City based Early Education and Care Inc. (EEC) for ages birth to 3, Head Start, provided by Tallahassee based Capital Action Community Action Agency (Community Action) for ages 3-4, and Bring Me A Book Franklin (BMABF) which in partnership will serve the youngest, most vulnerable children and families of Franklin County.

Restoration of the Johnson Complex is a critical link to retaining a Head Start program in Franklin County. The renovation of the Johnson Complex and the creation of The Children's Learning Center within the Complex will support and enhance the partnerships already developed among the non-profits housed there, in particular, Early Head Start, Head Start, Bring Me A Book Franklin, Project Impact and the CareerSource Gulf Coast.

Overview Children Learning, Parents Earning

Partner Organization	Age and # of those served	Mission/Programs
Early Head Start (Early Education and Care, Panama City, FL)	Ages 0-3 <i>16 in The Children's Learning Center</i>	Safe child care Cognitive, character and concept development Health services Family engagement Support for economic upward mobility
Head Start (Community Action, Tallahassee, FL)	Ages 3-4 <i>37 in The Children's Learning Center</i>	Safe child care Cognitive, character and concept development Health, and dental services Family engagement Support for economic upward mobility
Bring Me A Book Franklin	Primarily Ages 0-5 Special Events Ages 0-12	Igniting the passion to read in children Providing access to books Building family libraries

	2011 books distributed* 3,965 contacted/ served children*	Parent engagement and education
Project Impact	K-12 350 students 150 in summer program	After school and summer child care and education and special education K-12
CareerSource Gulf Coast	Services to job seekers - 1,441 Services to employers - 255	Job seeker and employment services Veteran services Free tools and equipment to support transition to skilled employment

*The number of children contacted/served includes the receipt of a gift book at well-checks or community events or attending a read-aloud session. Please note that the total number would likely include more than one contact with the same child.

Restoration of the Johnson Complex. A One Stop Shop. Cradle to Career for Non-Profits

The Center will serve residents from infancy through adulthood, directed toward economic recovery for Franklin County and the broader Florida Gulf Coast area. This transformation will be accomplished by both restoring the Johnson Complex and expanding the team of working partnerships to include The Children's Learning Center.

Nobel Laureate economist James Heckman came to understand how human capital is built and researched the life cycle benefits of early childhood education. Heckman's research analysis shows how high quality birth-to-five educational programs for disadvantaged children can deliver a 13% return on investment.

<https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/>

Children Learning. Parents Earning shares many of the characteristics of Promise Neighborhoods. The concept of Promise Neighborhoods had formidable goals. They created a plan for a complete pipeline of programs for children from birth through college graduation with a wide-ranging net of supports for families. They identified partner targets and performance measures, incorporated these into action plans and created a data feedback loop to help agency managers improve and refine program offerings. They are working to bring their solutions to scale so they can see visible progress for a large number of children living in poverty.

https://www.cssp.org/community/neighborhood-investment/body/Building_a_Culture_of_Results.pdf

Data collected from the Promise Neighborhoods grants program provide critical support for the planning and implementation of comprehensive services ranging from early learning K-12 to college and career, including programs to improve the health, safety, and stability of neighborhoods, as well as to boost family engagement in student learning and improve access to learning technology.

Reference: <https://www2.ed.gov/programs/promiseneighborhoods/resources.htm>

Cradle to Career is a multi-faceted approach to promote economic recovery, diversification, and enhancement of the economy through the contributions of the 5 major non-profits working in partnership together with the multiple non-profits housed in the facility also offering services and support for families.

Early Head Start

Early Head Start is a federally funded program sponsored by Early Education and Care, Inc. (EEC) located in Panama City, FL, and contracted with the US Department of Health and Human Services to provide this program in Franklin County. EEC is a 501(c)(3) charitable organization. Early Head Start services are free to low income families permitting the parents to go to work or school to promote upward economic mobility services to Franklin County. The Early Head Start program is currently housed in trailers in a remote area of Apalachicola.

Early Head Start provides services to income eligible pregnant women and to children ages birth-3 and encourages prenatal care in pregnant women. The Early Head Start Child Development Program seeks to enhance the development of cognitive skills in infants and toddlers through a proactive program that promotes healthy child development and family functioning. A high level of parent engagement and partnership is a strong focus, demonstrating the belief that families can identify their own strengths and needs, set their own goals, and are capable of growth. Programs are available for children with disabilities. Early Head Start partners with many community agencies to provide the best available resources to families.

Head Start

Head Start is a federally-funded program from the US Department of Health and Human Services. The grant for Head Start services has been awarded to the Capital Area Community Action Agency (Community Action). No matter the grantee, federal funding for pre-school services for low income families will continue. Unfortunately, no funds for construction or renovation are part of the Head Start federal grant. Head Start funding is limited to providing services, but not facility renovations. With an appropriate educational facility, Head Start services will be sustained in Franklin County. The goal of Head Start is to provide robust early childhood education and pre-kindergarten services (ages 3-4) to prepare children from low-income families to succeed in their K-12 schooling. Head Start services are free to families permitting the parents to go to work or school to promote upward economic mobility. Students leaving Head Start are evaluated in kindergarten by the Florida Department of Education to determine school readiness.

The goal of the Head Start grantee for Franklin County is to provide early education services to thirty seven children annually in two classrooms. Additionally, services will be offered to the parents to help them achieve upward economic mobility. Head Start will run during the course of the 180-day school year, providing a minimum of six hours of daily instruction, two and a half meals each day, and appropriate overlay services to include medical, dental and vision assessments along with specialized therapies including speech, occupational and mental health. Head Start is presently housed in the 6th Street Rec Center in Apalachicola, while the Children's Learning Center is ready for occupancy in the Johnson Complex pending funding of this application.

Bring Me A Book Franklin (BMABF)

BMABF is a 501(c)(3) Florida non-profit corporation focused on igniting the passion to read in the young children of Franklin County and adjoining counties in the State of Florida. BMABF will add to the 8,000 plus children's books already gifted to families through well-checks at 8 clinics throughout Franklin and Gulf Counties; provide weekly Read Aloud sessions in multiple early education settings, including Early Head Start, Head Start, pre-K and K classes in the Franklin County Consolidated School and the ABC Charter School; and provide parent engagement, education and training in the importance of reading aloud to children. BMABF maintains 45 open-faced community bookcases, re-stocked regularly with quality children's books and placed in classrooms and clinic waiting rooms. These bookcases were built by inmates at the Franklin County Correctional Institute (a Florida State prison) with materials purchased and/or donated by the local Carrabelle and Apalachicola Ace Hardware stores.

The following two tables list (1) the number of books distributed and (2) the number of children served annually (by receiving a gift book at well checks or community events and/or attending a read-aloud session).

Bring Me A Book Franklin, Inc. Number of Books Distributed Annually**	
<i>Events/Programs</i>	<i># of Books Distributed</i>
Back to School Bash	128
Community Wide Easter Egg Hunt	206
Stories on the Square	28
H'COLA African American Festival	77
H'COLA Santa on the Hill	103
Read Aloud Readers (ABC School)	28
Read Aloud Readers (Franklin Cty Schools)	28
Books-4-Babies Read-Alouds	56
Community Bookcases in medical offices/hospitals/jails/prison	250
Bookcases in educational locations, including day- cares, Pre-K and K classrooms	188
Literacy on the Lawn	38
Farmer's Market Arbor Day	51
Well check visits	642
4 holiday parades	188
<i>TOTAL books distributed annually**</i>	2011
Note:	
Paperbacks average cost	\$3.89
Hardbacks average cost	\$16.00

** Please note that the total would likely include more than one book for the same child or for their family library.

*The number of children contacted/served includes the receipt of a gift book at well-checks or community events or attending a read-aloud session. Please note that the total number would likely include more than one contact with the same child.

Bring Me A Book Franklin, Inc.	
Number of Children Contacted/Served Annually*	
Programs	# of children
Back to School Bash	80
Community Wide Easter Egg Hunt	120
Stories on the Square-40 weeks	200
H'COLA African American Festival	45
H'COLA Santa on the Hill	60
Read Aloud Readers (ABC School) 20/week	600
Read Aloud Readers (Franklin Cty Schools)20/week	600
Books 4 Babies Read-Alouds (40 weeks)	200
Community bookcases in medical offices/hospitals	130
Bookcases in educational locations, including day cares, PK & K classrooms	300
Literacy on the Lawn	60
Farmer's Market Arbor Day	20
Doctor's & Health Clinics - Well check visits	750
4 holiday parades	800
BMABF's yearly contact with children served	3,965

* The number of children contacted/served includes the receipt of a gift book at well-checks or community events or attending a read-aloud session. Please note that the total number would likely include more than one contact with the same child.

There is an abundance of research from the early 1980's to the present that links early exposure to books and being read to prior to kindergarten to school success. In fact, the studies have been so numerous and so definitive that previous findings have become common knowledge: *Vocabulary, background knowledge and other emergent literacy skills from read-alouds predict kindergarten success. Kindergarten success predicts further school success in reading. Reading on grade level by third grade predicts high school graduation rates.* (Refer to Bibliography for numerous references.)

The table below clearly identifies the stunning costs of illiteracy, both from global and personal perspectives. BMABF is dedicated to intervening in the cycle of illiteracy beginning at infancy.

The Cost of Illiteracy

Nearly 800 million people lack basic reading and writing skills.¹ The cost of illiteracy doesn't just impact these individuals—it also impacts their families and the societies in which they live.

Global Cost of Illiteracy: \$1.19 Trillion

Social and Economic Terms: health, crime, welfare, lost earnings, lost business productivity and other societal problems.²

U.S.	China	India	Brazil	Australia
\$300.8 billion	\$135.6 billion	\$53.6 billion	\$27.4 billion	\$18.4 billion

Personal Cost of Illiteracy:

People with poor literacy skills are more than **2x** as likely to be unemployed.³

Illiterate workers earn **30–42% less** than their literate counterparts.⁴

43% of Americans with low literacy skills live in poverty.⁵

Individuals with **lower proficiency in literacy** are more likely than those with better literacy skills to report **poor health**.⁶

60–80% of prisoners in various nations read and write below basic levels.⁷

Take Action. #800MII2NII | literacyworldwide.org/takeaction

ILA

¹ unesco.org/literacy/Pages/literacy-data-release-2014.aspx; ² worldliteracyfoundation.org/wp-content/uploads/2015/05/The-Economic-Social-Cost-of-Illiteracy.pdf; ³ cecd.org/site/piaac/SkillsOutlook_2011_ebook.pdf; ⁴ worldliteracyfoundation.org/wp-content/uploads/2015/05/The-Economic-Social-Cost-of-Illiteracy.pdf; ⁵ cecd.org/site/piaac/SkillsOutlook_2011_ebook.pdf; ⁶ worldliteracyfoundation.org/wp-content/uploads/2015/05/The-Economic-Social-Cost-of-Illiteracy.pdf; ⁷ worldliteracyfoundation.org/wp-content/uploads/2015/05/The-Economic-Social-Cost-of-Illiteracy.pdf

Project Impact

Project Impact is the 21st Century Community Learning Centers Program (CCLC) in Apalachicola. The CCLS was established by Congress as part of the Elementary and Secondary Education Act. The 21st CCLC is funded by the U.S. Department of Education and administered by the Florida Department of Education (FLDOE). The 21st CCLC Program provides grants to communities to develop or expand out-of-school time programs. These programs give students opportunities for academic enrichment and provide a broad array of additional services that are designed to reinforce and complement the regular school day. The City of Apalachicola has received the grant for two 5 year cycles to run from 2009 through 2019. The Apalachicola Bay Charter (ABC) site operates in that school facility. The grant now requires a DCF License for both sites and the City provides critical resources to meet the stringent requirements.

CCLC Programs:

After-school during the academic school year

- Serves a minimum of 167 elementary, middle, and high school students
 - 110 Apalachicola Bay Charter School (ABC) site and
 - 57 Johnson Complex site
- During the school year, the program operates Monday-Friday for 3 hours per day after school
- Additional holiday camps when the schools are closed
- Daily homework assistance and Sustained Uninterrupted Reading Fun (SURF) are provided for 30 minutes each day throughout the academic year.
- Project Based Learning (PBL) activities are provided daily for a minimum of 45 minutes.
- Project Impact students are trained by BMABF volunteers to become Read Aloud Readers for the younger children within the Project Impact program.

Saturday programs

- A 4 hour Saturday program throughout the school year
- Credit Recovery for 6th-12 grade students.
- Other services include youth leadership activities, drug and violence prevention programs, health education, technology, education programs, art, music, recreational programs, tutoring services, parent engagement, dropout prevention, and credit recovery courses in collaboration with the Franklin County School District.

Summer camp/learning program

- For 150 students who have significant academic needs
- The summer camp/learning program is a full-day six-week, four days per week program

Cumulative Impact of Children Learning, Parents Earning for Promoting Economic Recovery for Franklin County and the Region

Early Head Start, Head Start and Project Impact (augmented by BMABF), along with providing their respective education and health services, offer an invaluable service for working families. **Without safe child care, seafood workers and others who are unemployed cannot move out of welfare and seek training and employment.** These child centered non-profits provide safe child care for significant hours of the work week. As parents and caregivers are free to work, they are referred to the CareerSource Gulf Coast for links to job training and education. The CareerSource serves as a referral agency for the Franklin County Consolidated School which provides GED prep, if needed. Facilitating the close proximity of these partnerships from **Cradle to Career** will greatly enhance availability and efficiency of service for seafood workers and other impoverished families.

The Children's Learning Center and the Gulf Coast State College are exploring a partnership whereby college students interested in careers in early education, social work and health services would be provided an opportunity for internships.

CareerSource Gulf Coast (CSGC) was established by the Oyster Recovery Fishery Failure grant and serves seafood workers and anyone affected by the 2010 BP Oil Spill. CareerSource Gulf Coast is one of 24 chartered regional workforce development boards in the state of Florida, chartered in 1996. CSGC is structured as a private public partnership, non-profit corporation, 501(c)(3) charged with serving Bay, Gulf and Franklin Counties. CSGC has served this region since its inception through many economic setbacks caused by natural and man-made disasters, and mass layoffs, such as the one that is relevant to this grant, the Commercial Fishery Failure for the Apalachicola Bay in the wake of the 2010 Oil Spill.

The vision of the CSGC is a globally competitive workforce and economic prosperity in the region and the state. **Their mission is to help citizens and business partners to be a part of that economic prosperity, from the company needing a highly skilled workforce to the job seeker with the lowest skill set.** The Gulf Coast Work Board (GCWB) receives foundation, federal, and state funds and competitively seeks private funds to ensure the delivery of many kinds of services that allow achievement of its mission.

These services include but are not limited to: employer and job seeker services, classroom-based and on-the-job job training and industry certification eg., Commercial Driving License (CDL), Corrections, Heavy Equipment, Welding, Electric, Plumbing, Auto Mechanics, Air-conditioning and Refrigeration, Digital Design (IT), Nursing (LPN). These jobs exceed the average hourly rate. Follow-up services together with tools and equipment are provided free of charge to the workers.

Other services offered include welfare transition services (services to support individuals in becoming self-sufficient without welfare subsidies), food stamp and food distribution program services, teen pregnancy prevention, youth development services and referral for GED prep. CareerSource Gulf Coast partners closely with education and economic development organizations for workforce training and job acquisition.

Timeline

If funded, the proposed project can be initiated immediately and would be complete within 18 months.

Renovation of Johnson Complex

<i>Estimated Timeline for Project Completion</i>	
Activity	Calendar Days to Complete
Contracting Process	32
Project Design	30
Permitting	30
Mobilization	71
Renovation/Construction/Repair	270
Punch List and Final Inspection	30
Complete Renovation	399

Please see the attached spreadsheet of the detailed project schedule. (Attachment #17)

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

This funding will TRANSFORM a poorly maintained, under-utilized city facility that has an unsafe and unhealthful working environment into a vital Cradle to Career One Stop Shop of key community services focused on building a skilled workforce.

- The availability of birth to 4 childcare and early education will have an immediate impact on parents' ability to seek education/training and improve their employment skills, giving them access to higher paying jobs.
- As the program continues, the work force will develop incrementally, having positive results over 10 years and beyond.

- The coordination of services among Early Head Start, Head Start and Bring Me A Book Franklin will provide the foundation for school success, and a skilled future workforce.
- Project Impact, serving K-12 will join in the effort and address the needs of middle and high school students with a goal of school success leading to success in life, including skilled employment.

Of key importance, the *Children Learning, Parents Earning* strategy transforms the current model of approaching upward mobility. The current model focuses almost entirely on high school/adult remedial education. Although this focus is extremely important, *Children Learning, Parents Earning* adds the Cradle to Career focus on children's care and education: **two generations with one future - moving parents and children beyond poverty together.**

- *Children Learning, Parents Earning: The Foundation for Economic Recovery*

This will be accomplished by both renovating the Johnson Complex and expanding the team of working partnerships to include The Children's Learning Center. The proximity of childcare/child education services to adult services, in particular CareerSource Gulf Coast, will provide ready availability and efficiency and promote economic recovery for Franklin County and the the surrounding region.

A few areas of the Johnson Complex have been partially renovated or given a facelift by the occupying non-profit. However, beyond being an unsafe and unhealthful environment for children and adults, it is unattractive and unwelcoming. Bring Me A Book staff have found that parents are often unwilling to bring their children into the building for services.

The CareerSource Gulf Coast office is in an interior room with poor air quality which is unhealthy for staff and certainly does not set the stage to evoke a positive, hopeful feeling for struggling seafood workers and other adults seeking help with training and job placement. **Because of the poor working conditions for employees and job seekers, Career Source Gulf Coast is moving to a temporary neighboring facility as of June 1, 2018. The Mayor has been informed that Career Source plans to move back into the Johnson Complex after the renovation has created safe and healthful working conditions.** The classrooms in Wing A do not begin to meet the Federal health and safety regulations for Early Head Start and Head Start. Air quality is poor throughout the building particularly in the interior rooms, that have no access to the circulation of fresh air, eg., CareerSource office and future office of Bring Me A Book Franklin.

Childcare is more expensive than college in most states.

(https://www.huffingtonpost.com/.../child-care-expenses_us_14) Quality childcare is a challenge even for middle class working parents. **It is completely out of reach for those who are seeking employment and/or trying to continue their education.** This lack of affordable childcare continues the cycle of generations remaining on welfare.

Many of the impoverished residents in Franklin County have transportation challenges. An extra hardship is created when services are spread throughout Franklin County and the Gulf region. For example, when childcare is not in proximity to adult services, lives become more complex and demanding. The challenges of providing food, seeking medical help, lacking transportation or having a vehicle in disrepair put demands on time, energy, money and fuel supplies. For seafood workers, others living in poverty and the unemployed, these challenges are overwhelming. These factors are also significant barriers for the underemployed to seek training and education for higher paying jobs.

Proximity of services together with coordination of partner organizations in the Johnson Complex strongly support job seekers who often do not have knowledge of available services. They are often intimidated to pursue services to meet their needs due to feelings of insecurity, learned helplessness and even shame because of their literacy level. However, this group of seafood workers is used to backbreaking work. The resilience they have shown by rising early for another day of exhausting work on the Apalachicola Bay reveals a strength that can be tapped with coordinated support. Resistance to leaving the seafood harvesting and processing industry that has been in their families for generations is an understandable factor. However, their lack of seeking services is due far more to lack of ability to negotiate the system of services than to their will to improve their situation.

The services in the Johnson Complex will provide the platform for accessing available services and finding the encouragement and support they need for upward economic mobility.

The summary report below highlights the discrepancy between the number of jobseeker and employer services and the number of individuals enrolled in vocational training and GED prep. Training and education take a concerted and ongoing effort over time on the part of the worker. Providing childcare in proximity to the CareerSource Gulf Coast for disadvantaged parents working in low paying jobs will increase the number of people seeking job training and GED prep with the goal of obtaining higher paying jobs.

Summary Report for CareerSource Gulf Coast
Franklin County Office
Date Range: 4/25/2017 – 4/24/2018

Jobseeker Services	
Number of Individuals Receiving Services	254
Total Services Provided Individuals	1,441
Number of Job Referrals Issued	329
Individuals Enrolled in Vocational Training	5
Individuals Enrolled in GED	2
+	
Employer Services	
Number of Employers Receiving Services	35
Total Services Provided Employers	255
Number of Jobs Posted	91

The unemployment rate is low at 3.5%, but many jobs are unskilled and bring low wages with little opportunity for advancement. As the chart above shows, few workers are enrolling in vocational training or GED preparation courses needed to qualify for transition to more skilled labor bringing higher wages. This sequence for creating more diversity in occupations and generating economic recovery is fundamental to enhancing Franklin County and the region.

The creation of the Children's Learning Center will join Project Impact in providing FREE and safe care. These services will support parents and caregivers transitioning from the seafood industry, facilitating access to training and education and eventually to higher paying jobs. This process of referral and encouragement of parents wanting to improve their job status for new occupation will be augmented by the staff of Early Head Start, Head Start, and Bring Me A Book Franklin through parent engagement. This will allow parents and caregivers to move out of welfare to skilled employment supporting economic recovery in the area. ***Children Learning, Parents Earning: The Foundation for Economic Recovery.***

The Children's Learning Center combining Early Head Start, Head Start and Bring Me A Book Franklin will provide stimulation, vocabulary development, and education in the most critical years for brain development. The Children's Learning Center and Project Impact will provide a stimulating and nurturing environment for (birth-4) and (k-12) creating a foundation for the development of 21st century skills. These children are the workforce of tomorrow. The Children's Learning Center and Project Impact housed in close proximity to adult services (Career Source Gulf Coast, and Forgotten Coast Fitness) housed in the Johnson Complex will facilitate likelihood and efficiency of service.

The Johnson Complex will become a regionally recognized one-stop shop, "Cradle to Career" resource contributing to breaking the cycle of poverty in Franklin and the Gulf Coast Region.

One of the challenges to economic mobility, is that when family income is increased by obtaining higher earning jobs, there is a potential gap in child care. Families who qualify their children for Early Head Start (ages birth to 3) must qualify again to enroll their child in Head Start (ages 3-4). If a family has raised their income during the period when their child is in Early Head Start they may not qualify for the Head Start program. For a family of four the maximum allowed for qualification is \$24,000; for a family of five the maximum income is \$31,000.

This creates a double bind for families who are needing childcare as they develop new skills and improve their earnings. A classroom in the Children's Learning Center will be reserved for a future private daycare that can offer low cost child services to families as they move out of poverty and can no longer qualify for the federal childcare and education programs. This public/private presence sharing the Children's Learning Center will allow an interchange of educational and creative ideas among staff that should be a benefit to children and staff alike.

The Early Learning Task Force spearheading the creation of the Children's Learning Center is also exploring a partnership with the Eastpoint Methodist Church for the creation of a low cost child care that could help fill this gap.

Overview Children Learning, Parents Earning: Goals and Economic/Social Impact

Partner Organization	Economic/Social Impact	Age and # of those served	Short Term Goal	Long Term Goal Skilled workforce for diverse jobs needed for economic recovery
Early Head Start (Early Education and Care, Panama City, FL)	Families can work Increased employment Increased earnings Increased productivity Stress is reduced for parents	Ages 0-3 <i>16 in The Children's Learning Center</i>	Safe childcare Parents can afford to work Critical early education Parent engagement Cognitive, character, concept development Dental and health services	Children become successful adults and enter skilled workforce.
Head Start (Community Action, Tallahassee, FL)	Families can work Increased employment Increased earnings Increased productivity	Ages 3-4 <i>37 in The Children's Learning Center</i>	Safe childcare Parents can afford to work Critical early education Parent engagement Cognitive, character, concept development	Children have success in school and become successful adults and enter skilled workforce.

	Stress is reduced for parents		Dental and health services	
Bring Me A Book Franklin	Family engagement and family literacy	Primarily Ages 0-5 Special Events Ages 0-12 2011 books distributed* 3,965 contacted/served children*	Create love of books among young children Develop interest in reading Vocabulary, cognitive, concept and character development	Children can read to learn by third grade Reading on grade level K-12 Lifetime readers Educated and skilled future workforce
Project Impact	Families can work and family engagement	K-12 350 students 150 in summer program	Safe childcare and education Reading fluency Interest development Parents working	Success in school Success in life Educated and informed populace Skilled workforce
CareerSource Gulf Coast	Increased employment diversification of workers Increased earnings Increased productivity	Services to job seekers - 1,441 Services to employers - 255	Adults enroll in GED course Job training and education Transition to new occupations	Diverse and skilled workforce: (hospitality, tech service, welder, electricians, plumbers, accountants, management, teachers, etc.) Increased wages Increased productivity Economic recovery!

*The number of children contacted/served includes the receipt of a gift book at well-checks or community events or attending a read-aloud session. Please note that the total number would likely include more than one contact with the same child.

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

Volumes of research support that 80% of human brain development) occurs in the first 3 years of life.

<http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>)

<https://www.firstthingsfirst.org/why-early-childhood-matters/the-first-five-years>

<http://www.factsforlifeglobal.org/03/1.html>

Head Start children reduce their vocabulary deficit by 38% during the program year. Head Start children are 31% less likely to have been held back a grade. Head Start children are 19% less likely to smoke as adults. High quality birth-to-five programs, like the combination of Early Head Start and Head Start, pay off 13% per year.

https://www.nhsa.org/files/resources/2017-fact-sheet_national.pdf

Providing stimulation and reading aloud sessions, have been shown to dramatically increase vocabulary, shown to be a critical factor in brain development. Research has shown that having books in the home is as important as parents' education in determining children's education level. Academic achievement is strongly linked to books in the home.

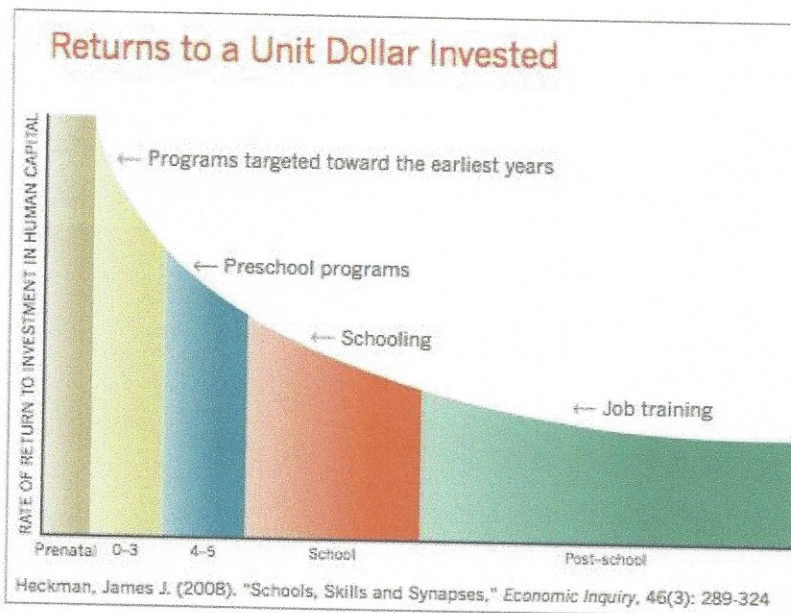
<https://psmag.com/social-justice/books-home-strongly-linked-academic-achievement-82144>

<https://www.sciencedaily.com/releases/2010/05/100520213116.htm>

The Heckman Equation: the Economics of Human Potential

Professor James Heckman of the University of Chicago is a Nobel Laureate in Economics and an expert in the economics of human development. His research analysis shows that early childhood education (birth-5) builds the foundation of cognitive and character skills necessary for success in school and success in life. Investing in early childhood education for at-risk children is an effective strategy for reducing social costs. Heckman showed that "investing in early childhood education is a cost effective strategy promoting economic growth.

Economic growth research analyzed by Heckman showed a \$7-\$10 return for every \$1 spent on investment per child, based on increased school and career achievement as well as reduced costs in remedial education, health and criminal justice system expenditures. His most recent research] analysis showed a 13% return on investment per child.

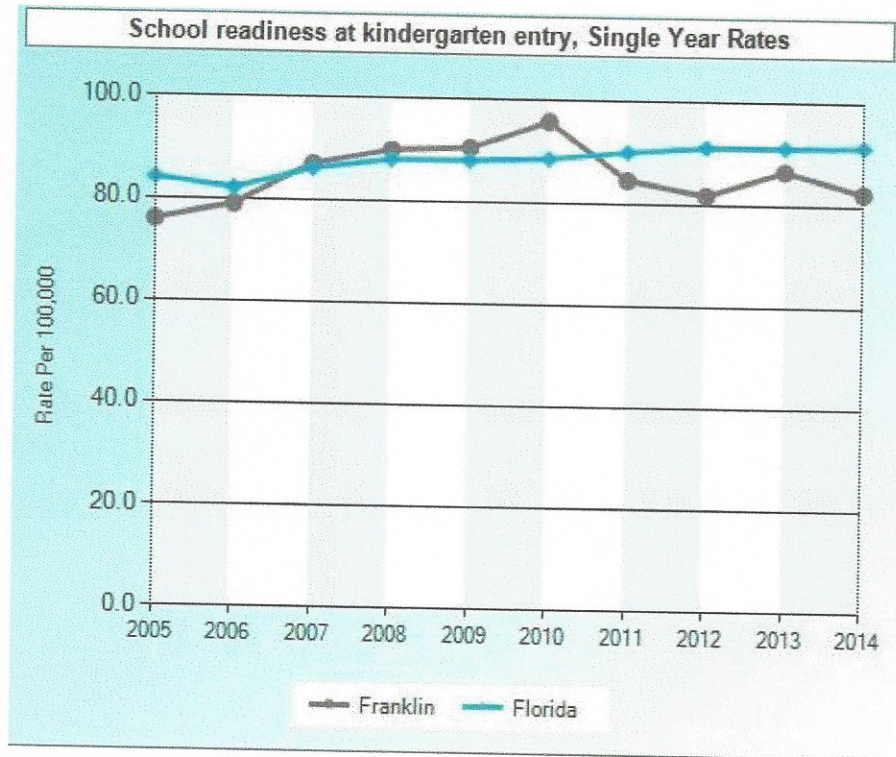


Early childhood education is an efficient and effective investment for economic and workforce development. The earlier the investment, the greater the return on investment.

https://heckmanequation.org/assets/2017/01/F_Heckman_CBAOnePager_120516.pdf.

Children who have not had early childhood stimulation/education are 2 years behind when they reach kindergarten.

School readiness at kindergarten entry										
	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005
	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate
Florida	91.4	91.2	91.1	90.0	88.5	87.9	88.0	86.0	82.0	84.0
Franklin	82.2	86.5	81.7	84.5	95.9	90.6	90.0	87.0	79.0	76.0



School readiness depends on quality early education from birth through 5. School readiness scores for Franklin County children peaked in 2010 at 95.9%. Two factors could be in play with this data: this was the period when the Voluntary PreK (VPK) for the Consolidated School System was based on their own small campus at the former Brown Elementary School. At this time, BMAB Franklin was able to schedule regular parent education programs stressing the importance of reading aloud to children. Art projects and music augmented the programs. A children's library of open-faced bookcases stocked with quality books was placed in the cafetorium where parents and caregivers were able to read to their children while the children were having their breakfast. These programs could not be continued when the VPK was moved to the K-12 campus.

Until the school year 2013-14, the Board of Education paid for the afternoon component of VPK called the Wrap-Around School Readiness Program. When the Board voted to withdraw the financial support for families, the VPK enrollment dropped sharply. Many parents could not afford to pay for the afternoon component. In many cases parents withdrew their children from the VPK because they couldn't leave work at midday to pick up their children. This pattern continues to the present and the VPK enrollment has fallen off dramatically. This is another strong argument for the presence of Head Start, which offers a free, full day program for 3 and 4 year olds.

Until third grade children are learning to read. After 3rd grade they are reading to learn.

Research indicates that children essentially begin dropping out of school in respect to their attention and focus if they cannot read by the end of third grade.

<http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>

<http://www.centerforpubliceducation.org/research/learning-read-reading-learn-glance-2015>

Research indicates that children who cannot read in 3rd grade are far more likely to be incarcerated as adults. Academic achievement is strongly linked to success in reading, success in school and success in life.

“The research is clear: If children cannot read proficiently by the end of third grade, they face daunting hurdles to success in school and beyond. Third grade marks a pivotal point in reading. In fourth grade students begin encountering a wider variety of texts. By then able readers have learned to extract and analyze new information and expand their vocabularies by reading.”

<http://www.centerforpubliceducation.org/research/learning-read-reading-learn-glance-2015>

Franklin County FSA and EOC Results

From <http://data.tallahassee.com/school/fsa/franklin/>

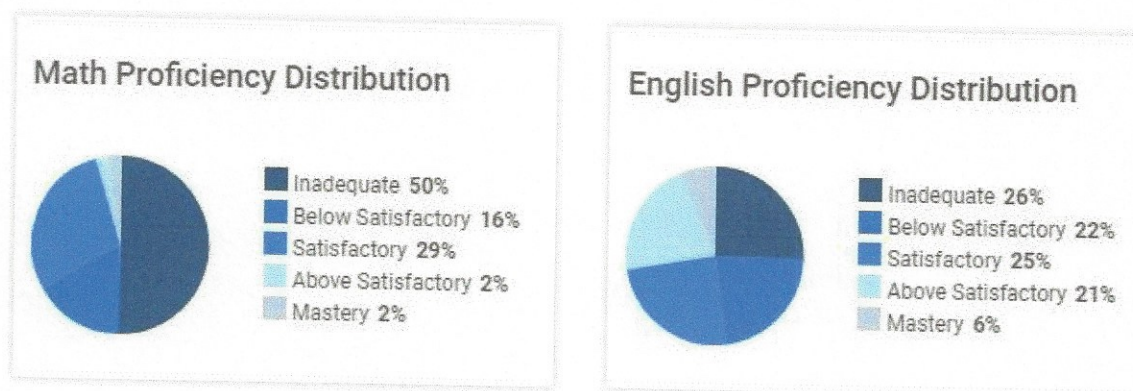
English Language Arts							
District	Grade	2016-17			2015-16		
		# Students	Score	% Passed	# Students	Score	% Passed
Franklin	7 th	95	324	42	84	326	38
Franklin	3 rd	106	300	52	111	293	41
Franklin	5 th	113	311	37	91	317	41
Franklin	4 th	110	297	28	110	307	45
Franklin	6 th	95	322	48	98	322	45
Franklin	9 th	62	335	40	69	340	45
Franklin	8 th	83	336	46	75	332	47
Franklin	10 th	63	348	52	67	348	54

Florida Standards Assessment Results

This data for Franklin County shows the dramatic drop of FSA and EOC scores by 4th graders. Following the 3rd grade cohort from 2015-16 to 2016-17, only 41% of 3rd graders met standard but by 4th grade, only 28% met standard. This example illustrates how failure to read at grade level standard by the end of 3rd grade dramatically affects children's ability to meet the challenge of increased subject demands. In 4th grade and beyond, reading proficiency is a requisite to learning.

Proficiency in math needed for technical jobs (IT, engineering) is dependent on a child developing reading proficiency by the end of 3rd grade.

The chart below shows that there are even fewer children in Franklin County who demonstrate math proficiency than English language proficiency. In English language arts, 48% of students are Below Satisfactory. In Math, 66% are Below Satisfactory, with 50% scoring "Inadequate".



Proficiency is determined by student results on the school's Florida Standards Assessment and Mathematics End of Course Exams.

US News & World Report Best States, *How Does Franklin County PK-12 Perform on Tests?*
Copyright 2018 US News & World Report, LP.

<https://clinicahhealth.usnews.com/education/best-high-schools/florida/districts/franklin/franklin-county-schools-pk-12-5021/test-scores>

Additional research analysis done by the Washington Center for Equitable Growth documents the fiscal, economic and societal gains of a universal prekindergarten program in the US for the years 2016-2050. They show how such a program would strengthen the economy and that over time the program would pay for itself, yielding \$8.90 in benefits for every dollar invested.

<http://equitablegrowth.org/report/the-benefits-and-costs-of-investing-in-early-childhood-education/>

Studies show that "children raised in poverty grow up more likely to engage in crime, use alcohol and drugs, neglect and a use their children and suffer from poor health." They are less likely to develop into highly productive members of society with skills needed for earning a supportive wage and less able to compete in the global labor market.

<https://wested.org/resources/early-childhood-investment-yields-big-payoff/>

Addressing the Summer Slide: Sustaining the Gains of Early Childhood Education into Adulthood

The Heckman Equation Research shows that investment in early childhood education (birth-5) reduced deficits and strengthens the economy through developing a foundation of cognitive and character skills. However, these skills must be sustained with effective education through adulthood. https://heckmanequation.org/assets/2017/01/F_Heckman_CBAOnePager_120516.pdf.

“The Summer Slide or summer reading setback is a well established phenomenon....in brief, it means the reading achievement of students, who are facing economic deprivation, slides back in the summer months when children no longer have access to books at school.”

https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlgKH_blog.html

The One Stop Shop, Cradle to Career facility provides services directed toward continuity of cognitive and character development. The Early Head Start program operates all year except for holidays and vacations. However, the Head Start program follows the schedule of the public schools so there is a summer gap in early education for these children (ages 3-4). Bring Me A Book Franklin and Project Impact provide programs that keep books, reading aloud and reading active in children's lives throughout not only the school year but also the summer.

Bring Me A Book Franklin (BMABF) continues to carry out programs directed toward cognitive and character development through increasing vocabulary and concept development throughout the year including the summer months. Family libraries are being built with age appropriate books given out at well checks by doctors and health clinics throughout Franklin and Gulf counties. A child development book, *The Best We Can Be*, is given to each family through well checks. This beautifully written multicultural book encourages parent engagement, parent responsibility and parent child interaction, all of which nurture cognitive and character development. BMABF has been working with doctors since 2009, requesting that doctors strongly encourage parents to read to their young children. This has now become a strongly stated recommendations of the American Academy of Pediatrics <http://pediatrics.aappublications.org/content/134/2/404>

Local doctors partnering with BMABF are now promoting reading aloud as critical for early brain development and school readiness.

<https://www.scilearn.com/blog/why-you-should-read-with-your-child>

https://www.washingtonpost.com/news/parenting/wp/2017/02/16/why-its-important-to-read-aloud-with-your-kids-and-how-to-make-it-count/?utm_term=.8f520ae399ef

Research has shown that there are differences in school readiness among children with economic challenges and those free of economic restraints. These differences are related to the degree of parent engagement (vocabulary development through conversation and parents reading aloud to

children), and whether or not the children have access to books.

<http://teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf>

Throughout the year, 45 community bookcases (built in partnership by inmates at the Franklin Correctional Institute) are kept stocked with quality, age-appropriate children's books for offices and waiting rooms where services are provided to children and their families.

Family libraries are created and continually enhanced by BMABF. Books for the family libraries supplied by BMABF are distributed by pediatricians at the child's well check from birth to age 5. In addition, books are given to children (birth through 12 years) at community events and celebrations eg., Arbor Day, Martin Luther King Day, Farmers Market special events, Shotgun Pearls (shotgun houses) Back to School Bash, Santa Says Read, Easter Egg Hunt, etc. In addition, there are books readily available throughout the year in the community bookcases in offices and clinics that serve children. *This availability of books encourages the continuation of cognitive skills and character development throughout the summer months.*

A priority of Project Impact is to directly address summer slide. Project Impact continues its educational programs within a full day six-week summer camp held Monday-Thursday for approximately 150 children K-12. This leaves opportunities to address the summer slide on Fridays.

BMAB Franklin has received a grant from Family Dollar for a program called Fantastic Fridays. Children will be taken on local field trips, developing knowledge of the changing and evolving industries supporting the economic base over many decades. The emphasis of the field trips is learning about past industries, changing times. *These experiences are designed to impact student's perspectives, to motivate and inspire them about jobs that are different from the traditional seafood-related jobs.* These experiences will show them options for future employment and encourage them to pursue education and training in jobs needed for economic recovery in Franklin County and the broader Gulf Coast region.

Working Environment

Historically and certainly in the case of the Johnson Complex, the main obvious justification in investing in proper ventilation is to improve air quality in respect to moisture and pollutants. However, beginning in 1999 a series of studies have shown that indoor air pollution reduces productivity of office workers as much as 6-9% in addition to causing visitors to express dissatisfaction.

https://www.epa.gov/sites/production/files/2014-10/documents/energy_savings_plus_health_guideline.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Clearly it should be top priority to dramatically improve the air quality for not only the children, but also the dedicated workers in the nonprofits serving the needs of the impoverished Franklin County and regional residents. **The renovation of the Johnson Complex will not only create a**

more healthful environment for occupants, but encourage the use of the services in the building, including referral to GED, training and education. As more skilled workers enter the labor force in diverse occupations, productivity will be increased, accelerating economic recovery for Franklin County and the broader Gulf Coast region.

Please find in Attachment 18 a bibliography of research studies reflected throughout this application.

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

Early Head Start

The Early Head Start provides a center-based option which allows parents to work outside the home. Recognizing the critical period for brain development is in the years birth-3, educational programs are directed toward cognitive, character and concept development. Parent engagement is central to the program.

Early Head Start uses the following measures for their child families:

1. Parent Family Community Engagement Framework (PSCE)
2. Head Start Early Learning Outcome Framework (HSELOF)
3. Classroom Assessment Scoring System (CLASS)

Head Start

The goal of Head Start is to provide robust early childhood education (cognitive, character and concept development) pre- kindergarten services to prepare children from low-income families to succeed in their K-12 schooling. Head Start services are free to families permitting the parents go to Orkney or school to promote upward economic mobility. Students leaving Head Start are evaluated in Kindergarten by the Florida Department of Education to determine school readiness.

Head Start uses the following measures for their child families:

1. Parent Family Community Engagement Framework (PSCE)
2. Head Start Early Learning Outcome Framework (HSELOF)
3. Classroom Assessment Scoring System (CLASS)
4. Teaching Strategies Goal

Bring Me A Book Franklin

Bring Me A Book Franklin has been building family libraries by supplying doctors with quality children's books to be given at well checks for children ages birth to 5. Before 2010, many homes contained no written material. **A child's access to books has been proven to facilitate learning to read and success in school.**

Books in the Home are Strongly Linked to Academic Achievement, May 2014.

<https://psmag.com/social-justice/books-home-strongly-linked-academic-achievement-82144>

Data will be collected on an ongoing basis as follows:

- Number of books given to parents and caregivers of babies and children ages birth-5 through doctor's well checks and special baby programs
- Number of parents/families given **The Best We Can Be** child development manual and encouraged by doctors to read to their child and talk to their child
- Number of books given out to children ages 0-12
- Number of babies and children read aloud to by volunteers
- Number of older children trained and reading aloud to younger children during the school day or after school program
- Number of volunteers trained who participate in the BMAB Franklin programs
- Number of parents and caregivers trained to read to their children
- Annual survey to determine the level of use of the community books/bookcases by children with their parents and caregivers

Project Impact

Project Impact gathers data on students and families concerning family engagement and measures success with data at the beginning, middle and end of each year. (pre, mid and post year data.)

Project Impact is required to hire an evaluator for its program who generates an annual report including data from interviews with key stakeholders and feedback on the program. This report also includes data on how many parents would not be able to work if they did not have Project Impact, data on student success in school including the FSA testing.

CareerSource Gulf Coast

CareerSource Gulf Coast connects job seekers to employment, assists employers to locate qualified workers and places qualified individuals into demand occupational training. CSGC records all data on services in a state-managed management information system and can pull reports pertaining to job seekers and employer services.

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.)

Local Matches and Sustainability

The value of local matches from private donations, city, state and federal grants totals approximately \$2,562,936.

City of Apalachicola: The Van Johnson Complex is owned and operated by the City of Apalachicola and has a current value of \$577,000 before renovations in the application. The City will maintain the renovated building as part of its owned infrastructure. The City of Apalachicola does not charge rent from the non-profits housed in the building. A fee is charged based on utilities, insurance and maintenance. The square footage of the building is approximately 60,000 square feet. Based on approximately \$1 per square foot per month for comparable rental space, this represents an annual match of \$720,000.

Early Head Start and Head Start: The funding of Head Start in Franklin County was withdrawn in early 2017. Its continued funding is totally dependent on the renovation of Wing A of the Johnson Complex for the creation of the Children's Learning Center.

Early Head Start and Head Start are federally funded programs from the US Department of Health and Human Services. The grant for Head Start has been awarded to the Capital Area Community Action Agency (Tallahassee) and for Early Head Start has been awarded to Early Education and Care (Panama City). Regardless of the grantee, federal funding for early education/pre-school services will continue as long as there is a safe and healthful facility. Unfortunately, no funds for construction or renovation are part of the Head Start federal grant. In other words, federal funds are limited to providing services. At the present time the Early Head Start program housed in old trailers will move to The Children's Learning Center. The City of Apalachicola has allowed Head Start to be housed temporarily in the Sixth Street Rec Center until the Children's Learning Center can provide a healthy and safe environment within the Johnson Complex.

Early Education and Care (EEC) spends \$12,000 and Community Action (CA) \$11,000 per student, respectively, to cover administration, rent, utilities, direct services including meals, health services and therapy. This amounts to a total match of \$566,000 annually for the children enrolled at the Children's Learning Center. **This substantial amount of \$566,000 is ongoing, providing a high degree of sustainability for Early Head Start and Head Start in the proposed Children's Learning Center in the Johnson Complex.**

Bring Me a Book Franklin

Bring Me A Book Franklin has an annual budget of approximately \$41,000 that supports one part time staff member and operating expenses. In the past year, an emphasis has been placed on fundraising and encouraging other non-profits to adopt specific Bring Me a Book programs, diminishing the expense to BMAB Franklin. Its founding family has committed to fill the gap between the annual \$41,000 needed to support the BMAB Franklin program and funds raised locally. By transferring financial responsibility to firmly established non-profits, the sustainability of BMAB Franklin programs is greatly enhanced. For example, the Dinner Divas have taken over the four Santa programs throughout the county (Apalachicola, Carrabelle, St. George Island, Eastpoint). The Divas choose the books, cover the cost and distribute the books. Another local civic group that prefers to remain anonymous is taking over the expense to support the Read Aloud Reader programs for tee-shirts and book bags filled with high quality books.

Project Impact

The City of Apalachicola has received a 21st Century Community Learning Centers Program (CCLC) grant established by Congress which funds Project Impact. The grant extends through 2019 and is funded at approximately \$435,000 per year. The program is funded in a five year grant that supports staffing and supplies, but collaboration/partnerships with local organizations are key to its success eg., space provided by the City of Apalachicola in the Johnson Complex and the ABC School. This is a renewable grant.

Project Impact gathers data every year and the final results are published on its website. Project Impact must also modify its program mid-year if it is not meeting its objectives. It is most likely that the 21st Century CCLC grant will be renewed after 2019 because of Project Impact's ability to maintain its student enrollment and meet/exceed its benchmarks. The City had the grant for the previous 5 years also. Project Impact has been recognized by the State DOE 21st CCLC multiple times for its promising practices and community partnerships and Project Impact has presented at the State conference almost every year on its program.

CareerSource Gulf Coast

CareerSource Gulf Coast receives 23 different funding streams annually budgeted by the federal government. The amounts rise and fall depending on Congress, however, CSGC is able to keep at least a modicum of services available in its service area (Bay, Franklin and Gulf Counties) during "lean" years. CSGC has been operating as a region for 22 years.

Donations (cash, materials, and volunteer hours) SPECIFICALLY for the Construction of the Children's Learning Center

Early Learning Task Force	Cash donation for the creation of The Children's Learning Center in Wing A of the Johnson Complex	\$35,000*
City of Apalachicola	Cash donation for the creation of The Children's Learning Center	\$25,000
Children's Learning Center (Early Learning Task Force)	In-kind professional work hours:(MSW; contractors; building inspector; electrician; civil const. retired CEO;carpenters;painters;carpet installer **	\$77,370
City of Apalachicola	Donated materials recycled or left from earlier projects (Hurricane fencing; suspended ceiling framework and tiles)	\$3,450
Local Contractor	Donation use of man-lift to install ceiling, AC, electrical	\$350

Matching In-Kind Budget

City of Apalachicola	Nonprofits will not be charged rent. Based on 60,000 square feet, rental rate approximately \$1 per sq.ft/month yields this annual contribution for the Johnson Complex. The City charges occupants a fee based on utilities, maintenance and insurance.	\$720,000
City of Apalachicola	The value of the present structure (Johnson Complex)	\$577,000
Early Head Start and Head Start	Early Education and Care (EEC) spends \$12,000 and Community Action (CA) \$11,000 per student, respectively to cover administration, rent, utilities, direct services including meals, health services, and therapy.	\$566,000
Early Head Start	Parent Volunteer Hours	\$50,000
Bring Me A Book Franklin	Salaries, books, supplies, bookcase materials, insurance, lease, utilities, etc.	\$45,205
Project Impact	The federal grant supporting Project Impact totals annually \$435,000/yr. for children's services. \$95,900 covers salaries and benefits, staff travel and training, supplies, insurance, lease, utilities, field trip transportation, contracted services, etc.	\$435,000
CareerSource Gulf Coast	Salaries and benefits, staff travel and training, supplies, insurance, lease, utilities, etc.	\$28,561
TOTAL MATCHING IN-KIND BUDGET		\$2,421,766

* When Head Start was withdrawn from Franklin County because of the loss of the facility, an Early Learning Task Force was spearheaded by Bring Me A Book Franklin, and focused on reversing that decision. The success of their efforts was dependent on finding temporary housing and a permanent solution. The Task Force raised \$35,000 for construction materials preparatory construction services as shown in the chart.*

** A team of volunteers was recruited and has been working diligently to prepare a portion of the Johnson Complex for construction of the Children's Learning Center. Discarded furniture and debris have been removed by volunteers. The Task Force has been working closely with the

US Public Health Service, Early Education and Care (Early Head Start) and Capital Action (Head Start) officials to determine regulations for health and safety, readying the area for construction of the Children's Learning Center.

7. Describe how the deliverables for the proposed project or program will be measured.
The deliverables will be measured by each partner organization by reviewing and analyzing their program data.

Early Head Start uses the following measures:

1. Parent Family Community Engagement Framework (PSCE)
2. Head Start Early Learning Outcome Framework (HSELOF)
3. Classroom Assessment Scoring System (CLASS)

Head Start uses the following measures:

1. Parent Family Community Engagement Framework (PSCE)
2. Head Start Early Learning Outcome Framework (HSELOF)
3. Classroom Assessment Scoring System (CLASS)
4. Teaching Strategies Goal

Early Head Start, Head Start and Project Impact will gather the following data:

1. The number of parents and caregivers able to work because safe childcare is provided
2. The number of parents and caregivers referred to CareerSource Gulf Coast for GED referral, training and education, and job placement
3. The number of parents and caregivers referred to other services within the Johnson Complex

<i>Early Head Start/Head Start Deliverables</i>	
Early Head Start	Head Start
16 children in 2 classrooms	37 children in 2 classrooms
252 days	180 days
6 hours early education and care	6 hours minimum daily instruction
2 ½ meals daily	2 ½ meals daily
Medical, dental, vision assessments	Medical, dental, vision assessments
Speech, occupational therapy, mental health	Speech, occupational therapy, mental health
Structured family engagement activities	Structured family engagement activities
	Services to parents for economic mobility

Bring Me A Book Franklin

Data will be collected on an ongoing basis as follows:

- Number of books given to parents and caregivers of babies and children ages birth-5 through doctor's well checks and special baby programs
- Number of parents/families given **The Best We Can Be** child development manual and encouraged by doctors to read to their child and talk to their child
- Number of books given out to children ages 0-12
- Number of babies and children read aloud to by volunteers
- Number of older children trained and reading aloud to younger children during the school day or after school program
- Number of volunteers trained who participate in the BMAB Franklin programs
- Number of parents and caregivers trained to read to their children
- Annual survey to determine the level of use of the community books/bookcases by children with their parents and caregivers

Project Impact

Project Impact gathers data on students and families concerning family engagement and measures success with data at the beginning, middle and end of each year. (pre, mid and post year data)

Project Impact is required to hire an evaluator for its program who generates an annual report including data from interviews with key stakeholders and feedback on the program. This report also includes data on how many parents would not be able to work if they did not have Project Impact and data on student success in school including the FSA testing.

CareerSource Gulf Coast

CareerSource Gulf Coast connects job seekers to employment, assists employers to locate qualified workers, and places qualified individuals into occupational training. CSGC records all data on services in a state-managed management information system and can pull reports pertaining to job seekers and employer services.

Overview *Children Learning, Parents Earning: Goals and Economic/Social Impact*

Partner Organization	Economic/Social Impact	Age and # of those served	Short Term Goal	Long Term Goal Skilled workforce for diverse jobs needed for economic recovery
Early Head Start (Early Education and Care, Panama City, FL)	Families can work Increased employment Increased earnings Increased productivity Stress is reduced for parents	Ages 0-3 <i>16 in The Children's Learning Center</i>	Safe childcare Parents can afford to work Critical early education Parent engagement Cognitive, character, concept development Dental and health services	Children become successful adults and enter skilled workforce.
Head Start (Community Action, Tallahassee, FL)	Families can work Increased employment Increased earnings Increased productivity Stress is reduced for parents	Ages 3-4 <i>37 in The Children's Learning Center</i>	Safe childcare Parents can afford to work Critical early education Parent engagement Cognitive, character, concept development Dental and health services	Children have success in school and become successful adults and enter skilled workforce.
Bring Me A Book Franklin	Family engagement and family literacy	Primarily Ages 0-5 Special Events Ages 0-12 <i>2011 books distributed</i> <i>3,965 contacted/served children*</i>	Create love of books among young children Develop interest in reading Vocabulary, cognitive, concept and character development	Children can read to learn by third grade Reading on grade level K-12 Lifetime readers Educated and skilled future workforce
Project Impact	Families can work and family engagement	K-12 <i>350 students</i> <i>150 in summer program</i>	Safe childcare and education Reading fluency Interest development Parents working	Success in school Success in life Educated and informed populace Skilled workforce

CareerSource Gulf Coast	Increased employment diversification of workers Increased earnings Increased productivity	Services to job seekers - 1,441 Services to employers - 255	Adults enroll in GED course Job training and education Transition to new occupations	Diverse and skilled workforce: (hospitality, tech service, welder, electricians, plumbers, accountants, management, teachers, etc.) Increased wages Increased productivity Economic recovery!
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*The number of children contacted/served includes the receipt of a gift book at well-checks or community events or attending a read-aloud session. Please note that the total number would likely include more than one contact with the same child.

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 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.

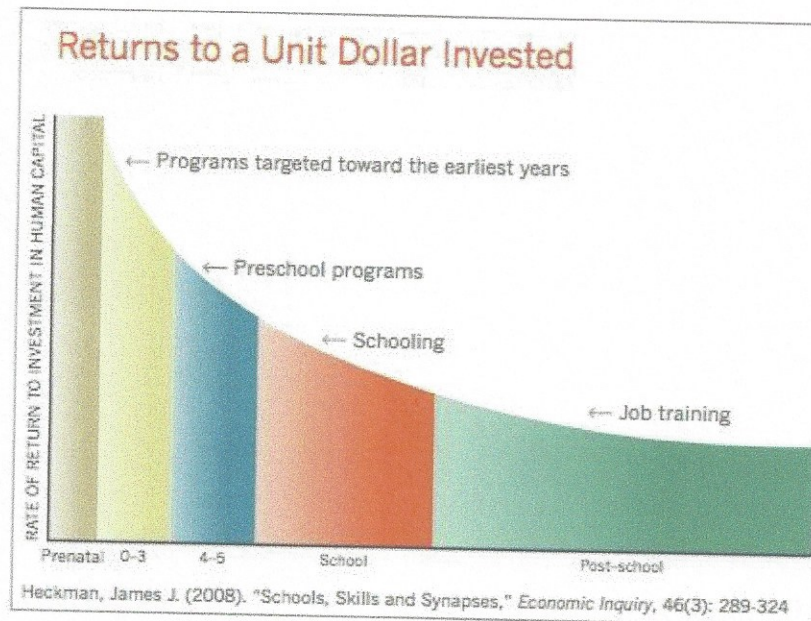
2. Please explain how the proposed project meets the priorities identified above.

Renovation of the Johnson Complex will leverage key regional assets, including K - 12 educational institutions and post secondary entities within and around Franklin County through strong partnerships to provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families.

Services will be expanded to include The Children's Learning Center providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. The proximity of services will facilitate referrals of parents and caregivers to the CareerSource Gulf Coast for help with training, education and job placement, and promote the partnership with Franklin County Schools and Gulf Coast State College to provide training and employment opportunities.

Early Head Start, Head Start and Project Impact will continue to provide child care during working hours so that seafood workers can, with the help of the CareerSource Gulf Coast and the other partnerships, pursue education, training and employment. *Within the renovated Johnson Complex, these partnerships will work side-by-side, promoting sustainability of a skilled workforce needed for a thriving economy. This Children Learning, Parents Earning model is designed to enhance short and long term economic growth and generate maximum estimated economic benefits for the disproportionately affected groups in Franklin County and the surrounding areas.*

Economic growth research analyzed by Heckman showed a \$7-\$10 return for every \$1 spent on investment per child, based on increased school and career achievement as well as reduced costs in remedial education, health and criminal justice system expenditures. His most recent research analysis showed a 13% return on investment per child. The chart below also shows the significant return on investment for high school graduation and job training.



Early childhood education is an efficient and effective investment for economic and workforce development. The earlier the investment, the greater the return on investment.

https://heckmanequation.org/assets/2017/01/F_Heckman_CBAOnePager_120516.pdf.

General improvements throughout the Johnson Complex will consist of:

- re-roofing
- plumbing and drainage pipe repairs
- electrical system upgrades
- mold inspection and treatment (if needed)
- fire safety/suppression system
- new heating and air conditioning units throughout
- replacement of code compliant fire exit doors throughout
- replacement of entrance and exit doors as needed
- replacement of floor tiles as necessary
- ADA compliant entry, restrooms, etc.
- painting, repair of ceiling tiles
- lighting

Improvements including those for Special Needs children for the Children's Learning Center include:

- security doors and monitoring system
- washing sinks to meet Federal requirements for Head Start and Early Head Start
- children's books for distribution
- materials for community bookcases
- general renovations for health and safety
- modification of toilet facilities for use by Head Start staff restroom
- 2 new restrooms for very young children in Early Head Start
- HVAC units
- playground areas and play structures
- fencing
- driveways
- parking

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

The renovation of the Johnson Complex with the *Cradle to Career* services provided by the nonprofits housed in the Complex addresses the following discretionary priorities identified by the Board. The points below have been discussed in detail throughout this application.

Cradle to Career is a unique program based on *Children Learning, Parents Earning* that addresses many of the Board discretionary priorities.

1. **Are considered transformational for the future of the Northwest Florida region.**
 - a. This funding will transform a poorly maintained, under-utilized city facility that has an unsafe and unhealthful working environment into a vital *Cradle to Career* One Stop Shop of key community services focused on building a skilled workforce. Not only the building, but lives will be transformed due to availability of quality preschool, freeing parents to seek education and training for better jobs, both short term and in the future, as well as providing the foundation for their children for their future employment for a lasting economic recovery.
2. **May be consummated quickly and efficiently.**
 - a. The City of Apalachicola is the applicant and the process of bid solicitation, award, and contract renovation can begin immediately.
3. **Promote net-new jobs in the private sector with an income above regional average household income.**
 - a. The underemployment with low median income will be addressed through job training and education, moving workers toward higher skilled, better paying jobs.
 - b. The Head Start classrooms in the Children's Learning Center will provide a setting for internships for Gulf Coast State College students interested in early education.

- c. Early Head Start and Head Start will provide child care so that parents are free to seek job training.
- 4. **Align with Northwest Florida FORWARD, the regional strategic initiative for Northwest Florida economic transformation.**
 - a. The goals of *Cradle to Career* are closely aligned to Northwest Florida FORWARD's mission: Building a diverse and vibrant regional economy where Northwest Florida residents and businesses have a wealth of opportunities.
 - b. CareerSource Gulf Coast serves residents of Franklin, Gulf and Bay Counties. As they move into higher skilled/paying jobs the economy of Northwest Florida will be enhanced. This includes encouragement to pursue industry certifications, eg. welding, plumbing, HVAC, etc.
- 5. **Are located in Rural Area of Opportunity as defined by the State of Florida (DEO).**
 - a. Franklin County is officially designated as a Rural Areas of Opportunity (RAO) that has been adversely affected by extraordinary economic events or natural disasters.
- 6. **Provide a wider regional impact versus solely local impact.**
 - a. The improved environment for education and training by CareerSource Gulf Coast in the renovated Johnson Complex will attract adults from Franklin, Gulf and Bay Counties having a positive regional economic impact. This training will support the diversification, and enhancement of the disproportionately affected counties.
- 7. **Align with other similar programs across the regions for greater regional impact, and not be duplicative of other existing projects or programs.**
 - a. The primary partners forming the *Cradle to Career* One Stop Shop initiative have regional roots and multiple partnerships. The grantee for Head Start is Capital Action of Tallahassee; Early Education and Care of Panama City is the grantee for Early Head Start. Included in the plan are internships at Head Start for Gulf Coast State College students with interest in early childhood education. The *Cradle to Career is an innovative concept not duplicated in the region.*

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~~ X 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 The Apalachicola City Commissioners approve the **Cradle to Career initiative**. Approval was not sought from the County Commissioners. A letter of explanation accompanies the City grant applications.

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.?

The Apalachicola City Commissioners have approved this application for the grant.

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:

The Apalachicola City Commissioners have approved this application for the grant.

A. Provide the schedule of upcoming meetings for the group for a period of at least six months. N/A

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

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.

<i>Estimated Timeline for Project Completion</i>	
Activity	Calendar Days to Complete
Contracting Process	32
Project Design	30
Permitting	30
Mobilization	71
Renovation/Construction/Repair	270
Punch List and Final Inspection	30
Complete Renovation	399

Please see the attached spreadsheet of the detailed project schedule. (Attachment #17)

The actual work schedule within the above timeline will be driven by the urgency for the completion of the Children's Learning Center, and its provision for housing Head Start by May, 2019. The completion of this part of the Johnson Complex is crucial to the retention of Head

Start in Franklin County. The Early Learning Task Force led by Bring Me A Book Franklin volunteers haven been working diligently on Wing A in preparation for the renovation.

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.

The Mayor of Apalachicola and the City Administrator have all the necessary authority to execute this proposal on behalf of the City of Apalachicola. A project management firm will be contracted to provide architectural and construction management services, including complete accounting and report filing on behalf of the City.

Please find in Attachments 7-15 support letters from partners (including a support letter from Mayor Van Johnson)

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.

Year 1: \$250,000

Year 2: \$2,466,000

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.)

97.7%

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

Partner Org.	Type of Job	# of Jobs	Average Wage/Hr*
City of Apalachicola & Contractor/Sub-Contractors for Renovation work	<u>Skilled workforce totally approx. 75 as:</u>		
	Project manager:	1	200
	Architect:	1	200
	Engineer:	1	100
	Roofing Superintendent:	1	50
	Roofers:	14	30

	Alarm System Sup't: Alarm System Techs: Painting Sup't: Painters: Electrical Sup't: Electricians: Carpenter Sup't: Carpenters: Fire Suppression (Sprinklers) Sup't: Fire Suppression Techs: HVAC Sup't: HVAC Techs: Grading & Paving Sup't: Grading & Paving Operators: Ductwork Sup't: Ductwork Metal Workers: Plumbing Sup't: Plumbers: Flooring Sup't: Flooring Installers:	1 5 1 7 1 6 1 5 1 9 1 3 1 4 1 2 1 5 1 2	60 40 50 25 50 30 50 30 60 30 50 30 50 30 50 30 50 30 50 30
Apalachicola Municipality Forgotten Coast Fitness Multiple nonprofits	Site manager With the capability of expansion of services, jobs will be created within the groups that occupy the bldg. There will also be extra rooms/renovated space to accommodate new/expanded services..	1	Unknown this time
Early Head Start & Head Start	Provides job site for careers in early education (ages birth-4) and contracts with teachers/healthcare providers/dentists/psychologists, vision & auditory specialists/teacher assistants	20	\$22K avg teacher/assist teacher salary. Majority of healthcare providers significantly above average mean income
Early Head Start & Head Start	Provides job sites for internships and those interested in careers in early education and social work (Gulf Coast State College)	4 (est.)	Gulf Coast State College tuition
Early Head Start & Head Start	20% of parents move on to higher paying jobs because of assistance received through the respective programs	11 (20% parent caregivers of 53 children)	No records are kept for actual salary
Bring Me A Book Franklin	Program Coordinator (part time)	1	\$16.8K/yr. for 2 days/wk (20/hr)

Project Impact	Provides jobsite for careers in education and childcare K-12 (after school, Saturdays, summer): Full time director	1	\$45K/yr
	<u>Part time employees</u>	2	\$60K/yr combined
	Site coordinator	2	\$38K/yr combined
	Teachers	7	\$70K/yr combined
	Paraprofessionals	2	\$25K/yr combined
	Youth workers	4	\$20K/yr combined
Project Impact	In parent survey of 6/20/17, 29% of parents indicated that they had no other alternative than Project Impact for childcare and would not be able to be employed in their job. 100% of parents surveyed enrolled their children in Project Impact for school year 2017-18	27 (29% of 92 parents surveyed)	No records are kept for parents' salaries
CareerSource Gulf Coast	Referral for GED Job training and industry certification (Commercial Driving License (CDL), Corrections, Heavy Equipment, Welding, Electric, Plumbing, Auto Mechanic, AC/Refrig, Digital Design, Nursing (LPN). Follow-up services together with tools and equipment are provided to the workers	2 6**	GED improves employability No records are kept for salaries

*For a project of this type, actual wages represent about 25% of the total project cost.

**CareerSource Gulf Coast serves Franklin, Bay and Gulf Counties. and places 64% of their job seekers in employment. From April 25, 2017 to April 24, 2018, Franklin County had 254 job seekers, but only 6 enrolled in job training.. The average placement for CareerSource Gulf Coast is 64%, which should have resulted in 163 Franklin County job seekers being placed. However, although training was available, only 6 were enrolled in training. With the future child care, parent engagement and support provided by Early Head Start, Head Start, Bring Me A Book Franklin and Project Impact, these numbers should increase significantly.

The table below lists **Volunteer Opportunities** with the partner organizations that provide work and life skills that enhance further education and/or employability.

Partner Org.	Type of Volunteer Work	# of Volunteers	Workforce Skills Acquired
Early Head Start & Head Start	Engages parents to work in the classroom providing opportunity for parents to acquire job skills to enhance employability	Parents & caregivers of 53 children	Following directions Arriving on time Following a schedule Skills acquired by working with a team: negotiating, patience, organization, responsibility, acceptance of differences, communication
Bring Me A Book Franklin	Active volunteers including 12 middle school students learning literacy skills through reading to younger children	35	Responsibility Communication Speaking to a group Individual differences Being prepared Patience

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

The funds requested in this application do not supplant/replace any existing City or nonprofit funds. The City budget does not include funds to renovate the complex. Donations totaling \$60,000 specifically for renovating the section housing the Children's Learning Center have been raised to date. Those funds will be expended for the renovation only and have been listed in a previous section to offset the total renovation costs.

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

A. Project/Program Costs:

Project/Program	Cost in \$ (thousands)
Roof replacement	650
Electrical & Lighting	150
Water & Sewer plumbing & fixtures	133
HVAC	148

Drive and parking	200
Fire alarm & suppression	608
Fire doors, security doors, windows	58
Painting & floor tile refurbishment	116
Miscellaneous	70
Contingency @10%	213
Project Engineering & Management @15%	352
Performance Bond @3% (estimated)	81
TOTAL PROJECT COST	2,779

B. Other Project Funding Sources:

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

Please refer to the chart on Page 34 for in kind matching sources and totals. Actual cash available for construction totals \$60,000 plus \$3,450 in recycled materials donated by the City of Apalachicola. Total Other Funding \$63,450

Funding Sources	Amt in \$ (thousands)
Cash	60
In kind	3.45
Total other funding	63.45
Total Project Cost	2,779
Total Amount Requested	2,716

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.

The Johnson Center Complex is the old Apalachicola High School vacated in 2011 when the Consolidated Franklin County School was completed. The Board of Education passed title to the City of Apalachicola and the City has made the building a hub for non-profits serving the County and beyond. The building is of solid masonry construction but has not been maintained since turnover. The existing roof needs replacement, the HVAC system is defunct and needs replacement with individual split system units. Electrical and plumbing systems have to be renovated and upgraded, and in the case of the Children's Learning Center, toilets for very young children and sinks in classrooms per federal standards must be installed. The wing occupying the CLC has to be physically isolated from the rest of the building and security doors with video and internal opening controls have to be installed. Most rooms throughout the building need fire exit doors. The fire alarm system must be overhauled or replaced and a fire suppression (sprinkler) system installed. The other large item of expense is the new driveway and parking area for the CLC, which may require a stormwater runoff permit, unless a permeable surface can be approved. The estimate has been prepared on the assumption that a bonded engineer/architect/contractor will be required. This adds considerable cost to both to the project management costs and the cost of the bond itself. It is hoped that this requirement will be relaxed in order to reduce costs, and most importantly, allow local contractors and local employees to participate.

Please see the detailed estimate of costs in the attached spreadsheet (Attachment #16)

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.

YesX 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.

YesX 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.

YesX No

Applicant acknowledges that Triumph Gulf Coast, Inc. reserves the right to request additional information.

YesX No

ADDENDUM FOR INFRASTRUCTURE PROPOSALS:

1. Program Requirements

A. Is the infrastructure owned by the public? Yes X No

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

Yes X No

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

Yes No X

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.

Within the renovated Johnson Complex, these partnerships will work side-by-side, promoting sustainability of a skilled workforce needed for a thriving economy. This *Children Learning, Parents Earning* model is designed to enhance short and long term economic growth and generate maximum estimated economic benefits for the disproportionately affected groups in Franklin County and the surrounding areas.

Renovation of the Complex will provide a safe and healthful **Cradle to Career** working environment for the key non-profits that provide services for area residents, including many seafood workers and their families.

- Services will be expanded to include the Children's Learning Center which will provide early education, child literacy and health services directed toward promoting success in school and increased graduation rates.
- The proximity of services will facilitate referrals of parents and caregivers to CareerSource Gulf Coast for help with referral for GED assistance, training, education and job placement, and promote the partnership with the Franklin County Schools and the Gulf Coast State College to provide training and employment opportunities.

- Early Head Start, Head Start and Project Impact will continue to provide child care during working hours so that seafood workers and others seeking employment or higher paying jobs can, with the help of the CareerSource Gulf Coast and these other partnerships, pursue education, training and employment.
- Building a commercial kitchen will set the stage for training chefs and food service workers needed for the tourist industry, led by the Farmers Market.

Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled workforce needed for a thriving economy for the near and distant future. The inclusion of childcare and early education impact two generations, both short and long term. ***The renovation of the Johnson Complex provides the infrastructure for moving parents and children out of poverty together, providing a dual generational approach.*** This dual generation approach focuses on creating opportunities for and addressing the needs of both parents and children together. Adding the availability of childcare and early education is an essential factor for families to become self-sufficient. ***Children Learning, Parents Earning: The Foundation for Economic Recovery***

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

X Economic recovery

X Economic Diversification

X Enhancement of the disproportionately affected counties

X Enhancement of a Targeted Industry.

Economic Recovery:

Beginning with early education, an educated workforce is the key to economic growth. Providing skills and opportunity for upward economic mobility to parents and caregivers who live at or below the poverty line will reduce the amount of public assistance required and permit families to contribute to the local economy. As more skilled workers enter the labor force in diverse occupations, productivity will be increased, accelerating economic recovery for Franklin County and the broader Gulf Coast region. In addition, and systemically related, benefits to the region's economy and society include reductions in crime rate, decrease in health care costs and decrease in remedial education costs.

The Cradle to Career, Children Learning, Adults Earning approach is paramount to economic recovery. This dual approach incorporates building an educated, skilled workforce needed for full economic recovery in the coming decade and beyond.

Economic Diversification:

Early education helps ensure an educated workforce for the future which, in turn, provides for a diversified economy less dependent solely on seafood harvesting, processing and sales. The coursework provided by CareerSource Gulf Coast include but are not limited to: classroom-based and on-the-job job training and industry certification eg., Commercial Driving License (CDL), Corrections, Heavy Equipment, Welding, Electric, Plumbing, Auto Mechanics, Air-conditioning and Refrigeration, Digital Design (IT), Nursing (LPN). These jobs requiring certification carry higher wages exceeding the average hourly rate. The introduction of more skilled workers will raise the median income, add diverse occupations and generate economic recovery, fundamental to enhancing Franklin County and neighboring disproportionately affected counties. ***This dual generation approach with its focus on education from birth through K-12 into adulthood, will have the effect of creating the diversity in occupations needed for economic recovery and sustaining a thriving economy in the coming decade and beyond.***

Training and education opportunities offered by CareerSource Gulf Coast for certified occupations (plumbing, electric, IT etc.) as well as the inclusion of a commercial kitchen for training chefs will support the burgeoning tourist industry. **The resources provided by a diversity of skilled workers will create a broader economic base that does not depend on the one primary industry- tourism. Tourism can be affected by unpredictable factors, including changing economic times in the US and inclement weather conditions.**

Enhancement of the Disproportionately Affected Counties:

It has been repeatedly documented in this application that Franklin County is disproportionately affected. In fact, 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, one of which is Franklin County. Although the tourist industry appears to be thriving, it is vulnerable to unforeseen factors such as changes in the broader US and world economies, changing climates etc. The increase in skilled workers for diverse occupations will not only augment the tourist industry but provide the human resources needed to support other industries.

Renovation of the Infrastructure (Johnson Complex) to Enhance the One Stop Shop Cradle to Career Center

The Johnson Complex	
Current Conditions	Conditions after renovation
The building structure is basically sound, but is an unattractive, unwelcoming, unhealthful, unsafe environment with:	Attractive, welcoming, healthful, safe environment: <ul style="list-style-type: none"> • good air quality

<ul style="list-style-type: none"> • poor air quality • spotty air-conditioning and heating • roof leaks • out of date plumbing and electric • no active fire alarm/suppression system • not ADA compliant 	<ul style="list-style-type: none"> • new air-conditioning and heating • new roof • up to date plumbing and electric • active fire alarm/suppression system • ADA compliant
The Children's Learning Center in the Johnson Complex	
Current Conditions	Conditions after renovation
Wing A is unsuitable for occupancy and requires extensive renovation	An attractive, safe and healthful environment that supports childcare and early education
The building does not meet federal requirements for health and safety for Early Head Start and Head Start	The building will meet federal requirements for health and safety for Early Head Start and Head Start

Enhancement of Birth-Preschool and K-12 Literacy and Adult Workforce Skills Creating Economic Recovery and Sustainability for Franklin County and Other Neighboring Disproportionately Affected Counties

Current Conditions	Expected Results* Expected results are based on the extensive review of research provided throughout this proposal.
30.7% of children ages birth to 4 in Franklin County are living in poverty.	An increased percentage of children ages birth to 4 in Franklin County will move out of poverty.
Franklin County FSA and EOC Results show a dramatic drop of FSA and EOC scores by 4th graders.	Scores on the Franklin County FSA and EOC results will show an increase in scores by 4th graders, indicating greater proficiency in English and Math
In 2015-16 only 41% of 3rd graders met standard in reading. In 2016-17 only 28% met standard as 4th graders.	There will be an increase in reading proficiency by the end of 3rd grade, which

	will be maintained or increased by the end of 4th grade
In 2016-17, 48% of students PK-12 in Franklin County are Below Satisfactory in English language arts. In Math, 66% are Below Satisfactory, with 50% scoring Inadequate.	The percentage of students scoring Below Satisfactory and Inadequate will decrease and the scores of Satisfactory, Above Satisfactory and Mastery will increase.
Franklin County has one of the highest school dropout rates in Florida.	Franklin County high school dropout rate will decline.
A significant percentage of occupations in Franklin County do not require a high school diploma or post secondary education.	An increase in occupations in Franklin County that require a high school diploma or post secondary education An increase in percentages of skilled workers/workers in certificate-required occupations
20.4% of Franklin County residents over 25 have no high school diploma	An increase in the percent of Franklin County residents who receive a high school diploma
6.4% of Franklin County residents have graduate or professional degrees	An increase in the percentage of Franklin County residents that have graduate or professional degrees
Then median incomes for Franklin County is \$41,000	The median incomes for Franklin County will increase in relation to the national mean income
Failing seafood industry Rise of tourism as the lead industry	Development of additional industries Expansion of tourism industry
Vulnerable economy	Broad-based economy with diverse occupations

** Heckman research shows how high quality birth to 5 education programs for disadvantaged children can deliver a 13% return on investment.*

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.

We assume the commencement date will be September 1, 2018. The project would take a total of 399 calendar days to complete.

Please see the attached spreadsheet of the detailed project schedule. (Attachment #17)

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

192 Coach Wagoner Blvd., Apalachicola, FL 32320

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

The City of Apalachicola

E. What permits are necessary for the infrastructure project?

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?

The City of Apalachicola governs construction permitting within the City. If a stormwater runoff permit is required that would involve the State of FL (DEP/Northwest FL Water Management District). The Early Head Start and Head Start facilities are subject to inspection by the agencies sponsoring these services.

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?

The zoning is R-2, which allows schools and public facilities as special exceptions.

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 ☒ X

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

Yes No ☒ X

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

The following sections do not apply to this application:

ADDENDUM FOR WORKFORCE TRAINING PROPOSALS

ADDENDUM FOR AD VALOREM TAX RATE REDUCTION:

ADDENDUM FOR LOCAL ACTION PLAN

ADDENDUM FOR ADVERTISING/PROMOTION

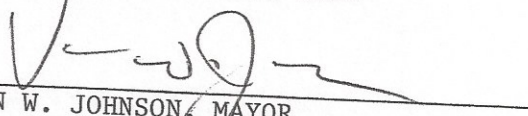
I, the undersigned, do hereby certify that I have express authority to sign this proposal on my behalf or on behalf of the above-described entity, organization, or governmental entity:

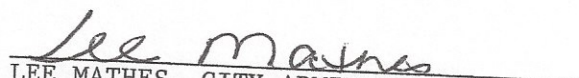
Name of Applicant: City of Apalachicola

Name and Title of Authorized Representative:

Representative Signature:

Signature Date: MAY 29, 2018


VAN W. JOHNSON, MAYOR


LEE MATHES, CITY ADMINISTRATOR

List of Attachments

A. Financial Statements of Primary Partners

1. City of Apalachicola Audit of 2015-16 Excerpts (Audit of 2016-17 is in progress)
2. Early Education and Care, Inc. (Early Head Start) Audited Financial Statement 2016-17
3. Capital Area Community Action Agency (Head Start) Audited Financial Statement 2015-16
4. Bring Me A Book Franklin, Inc. 2016-17 Operating Statement; Balance Sheet 3/31/18
5. Project Impact - Project Award Notification from the FL Dept. of Education
6. CareerSource Gulf Coast - Gulf Coast Workforce Development, Inc, d/b/a CareerSource Gulf Coast, Audited Financial Statement 6/30/17

B. Support letters from partners

7. City of Apalachicola support letter
8. Early Education and Care, Inc, support letter
9. Capital Area Community Action Agency support letter
10. Bring Me A Book Franklin, Inc. support letter
11. Project Impact support letter
12. CareerSource Gulf Coast support letter
13. Sarah Madson, Psy.D. support letter
14. Children's Forum support letter
15. Gulf Coast State College support email

C. Renovation cost and time schedule estimates

16. Johnson Complex Renovation Cost Estimate (spreadsheet)
17. Johnson Complex Renovation Schedule (spreadsheet)
18. Bibliography of References

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Management's Discussion and Analysis

Management's discussion and analysis provides an easily readable analysis of the City of Apalachicola, Florida's (City) financial activities. The analysis provides summary financial information for the City and should be read in conjunction with the City's financial statements.

Financial Highlights

- Total assets and deferred outflows of resources of the City exceeded total liabilities and deferred inflows of resources by \$37,345,198 (net position). Of this amount, a deficit of \$687,357 is unrestricted net position for governmental activities, a deficit of \$387,134 is unrestricted net position for business-type activities, \$539,156 is restricted net position for governmental activities, and \$397,496 is restricted net position for business-type activities.
- Total net position decreased by \$1,203,006. Of this amount, a decrease of \$352,503 is attributable to governmental activities and a decrease of \$850,503 is attributable to business-type activities.
- As of September 30, 2016, the general fund's unassigned fund balance is \$28,315 or 1% of total general fund expenditures.
- Governmental activities' revenues decreased 33% to \$3,242,359, while governmental activities' expenses increased 2% to \$3,594,862. Business-type activities' revenues increased 8% to \$1,945,992, while business-type activities' expenses increased 5% to \$2,796,495.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the City's basic financial statements. The City's basic financial statements are comprised of three components: 1) *government-wide financial statements*, 2) *fund financial statements*, and 3) *notes to basic financial statements*. The *government-wide financial statements* present an overall picture of the City's financial position and results of operations. The *fund financial statements* present financial information for the City's major funds. The *notes to basic financial statements* provide additional information concerning the City's finances that are not otherwise disclosed in the government-wide statements or fund financial statements.

Government-wide Financial Statements

The *government-wide financial statements* include the *statement of net position* and *statement of activities*, providing both long-term and short-term information about the City's overall financial condition. The *statement of net position* presents increases or decreases in net position from year to year and serves as a useful indicator of the City's improving or declining financial position. Information on how the City's net position changed during this reporting period is presented in the *statement of activities*.

Fund Financial Statements

The *fund financial statements* provide financial information for the City's major funds and more detailed information about the City's activities. Individual funds have been established by the City for the purpose of grouping related accounts to maintain control over resources that have been segregated for specific purposes or objectives to account for revenues that are restricted to certain uses, or to comply with legal requirements. The two major categories of funds found in the City's *fund financial statements* include: governmental funds and proprietary funds.

Notes to Basic Financial Statements

The *notes to basic financial statements* provide additional detail concerning the financial activities and financial balances of the City. Additional information is also included that is essential to a full understanding of the data provided in the financial statements.

Financial Analysis of the City

Statement of Net Position

The following schedule provides a summary of the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the City at September 30, 2016 and 2015. The City is able to report positive balances in all categories of total net position except unrestricted which show a deficit balance.

Statements of Net Position

September 30,	Governmental Activities		Business-type Activities		Total	
	2016	2015	2016	2015	2016	2015
Current and other assets	\$ 2,492,634	\$ 2,007,301	\$ 263,148	\$ 232,413	\$ 2,755,782	\$ 2,239,714
Noncurrent assets	21,691,058	21,306,446	23,811,257	24,844,803	45,502,315	46,151,249
Total assets	24,183,692	23,313,747	24,074,405	25,077,216	48,258,097	48,390,963
Deferred outflows of resources	447,335	290,905	170,490	96,968	617,825	387,873
Current liabilities	1,526,306	362,424	1,001,734	781,267	2,528,040	1,143,691
Noncurrent liabilities	2,136,071	1,639,939	6,802,780	7,010,530	8,938,851	8,650,469
Total liabilities	3,662,377	2,002,363	7,804,514	7,791,797	11,466,891	9,794,160
Deferred inflows of resources	46,218	327,354	17,615	109,118	63,833	436,472
Net position						
Net investment in capital assets	21,070,633	20,637,767	16,412,404	16,976,262	37,483,037	37,614,029
Restricted	539,156	644,197	397,496	593,941	936,652	1,238,138
Unrestricted	(687,357)	(7,029)	(387,134)	(296,934)	(1,074,491)	(303,963)
Total net position	\$ 20,922,432	\$ 21,274,935	\$ 16,422,766	\$ 17,273,269	\$ 37,345,198	\$ 38,548,204

Statement of Activities

The following schedule provides a summary of the changes in net position for the years ended September 30, 2016 and 2015.

Statements of Activities

Years Ended September 30,	Governmental Activities		Business-type Activities		Total	
	2016	2015	2016	2015	2016	2015
Program revenues						
Charges for services	\$ 182,641	\$ 283,803	\$ 2,064,409	\$ 1,935,474	\$ 2,247,050	\$ 2,219,277
Operating grants/contributions	630,085	603,451	-	-	630,085	603,451
Capital grants/contributions	214,323	1,011,959	-	-	214,323	1,011,959
General revenues						
Property taxes	1,161,394	1,137,302	-	-	1,161,394	1,137,302
Local option gas tax	57,123	53,774	-	-	57,123	53,774
Franchise and utility tax	159,679	161,274	-	-	159,679	161,274
Local business tax	30,598	32,618	-	-	30,598	32,618
Shared revenues	277,875	267,635	-	-	277,875	267,635
Investment earnings	20,513	19,209	1,583	3,124	22,096	22,333
Miscellaneous	388,128	1,158,391	-	-	388,128	1,158,391
Transfers	120,000	133,500	(120,000)	(133,500)	-	-
Total revenues and transfers	3,242,359	4,862,916	1,945,992	1,805,098	5,188,351	6,668,014
Expenses						
General government	1,135,941	1,307,542	-	-	1,135,941	1,307,542
Public safety	796,679	706,564	-	-	796,679	706,564
Transportation	744,138	637,740	-	-	744,138	637,740
Economic environment	23,117	11,897	-	-	23,117	11,897
Culture and recreation	894,987	877,443	-	-	894,987	877,443
Water	-	-	595,518	515,889	595,518	515,889
Sewer	-	-	1,743,855	1,653,989	1,743,855	1,653,989
Garbage	-	-	370,029	370,710	370,029	370,710
Mooring	-	-	87,093	111,491	87,093	111,491
Total expenses	3,594,862	3,541,186	2,796,495	2,652,079	6,391,357	6,193,265
Change in net position	\$ (352,503)	\$ 1,321,730	\$ (850,503)	\$ (846,981)	\$ (1,203,006)	\$ 474,749

Financial Analysis of the City's Funds

Analysis of Government-wide Financial Statements

Substantially all of the City's net position reflects its investment in capital assets (e.g. land, buildings, improvements, infrastructure, vehicles and equipment) less any outstanding related debt used to acquire those assets. The City uses these capital assets to provide services to citizens; consequently, these assets are not available for future spending. \$936,652 of the City's net position is subject to external restrictions on how it may be used. The balance of unrestricted net position may be used to help meet the City's ongoing obligations to citizens and creditors. As of fiscal year end, the balance in unrestricted net position is a deficit

of \$1,074,491. A significant portion of the deficit results from the recognized net pension liability and the related deferred inflows and deferred outflows of resources related to GASB 68.

Analysis of General Fund Budgetary Variations

For the year ended September 30, 2016, actual revenues including other financial sources were less than anticipated by \$1,317,193 and actual expenditures were less than anticipated by \$887,465. This was due in part to budgeting for a significant grant that was received in advance but not spent until subsequent to year end which resulted in under budget balances in both intergovernmental revenue and capital outlay.

Capital Assets and Long-Term Debt Activity

Capital Assets Activity

As of September 30, 2016, the City's total net investment in capital assets for its governmental activities is \$21,070,633 and for its business-type activities is \$16,412,404 for a total investment of \$37,483,037. This investment in capital assets includes the cost of land, buildings, improvements, machinery and equipment, construction in progress, and infrastructure less accumulated depreciation and associated debt. Additional information on the City's capital assets can be found in the notes to the financial statements.

Long-Term Debt Activity

As of September 30, 2016, the City has a total long-term debt amount outstanding of \$9,699,800. Additional information on the City's long-term debt can be found in the notes to the financial statements.

Other Significant Matters

During the 2015-2016 fiscal year, the City property values showed a slight increase which resulted in a slight increase in ad valorem taxes. The Franklin County TDC has increased marketing efforts for this area, resulting in a slight increase in sales tax receipts. The City's receipts in other taxes, licenses, and services remains fairly consistent compared to previous years, showing a slight increase in some of those areas. The City Commission continues to make efforts to keep expenses down, while exploring potential revenue sources to improve our self-sustainability efforts.

The City of Apalachicola continues to focus efforts to improve citywide infrastructure through grants and other means while also striving to improve the recreational/cultural aspect of the City. Recreational/cultural additions and improvements are mostly funded through FRDAP grants. The City has been awarded two FRDAP grants to install a splash pad and playground at the Van W. Johnson, Sr., Service Complex. Construction will begin in FY 16/17 for these projects. The City is proud to have been awarded a DOT Beautification Grant that will highlight the east and west entrances into the City as well as other areas along Highway 98 corridor. The City is proud to have been awarded a grant through the State of Florida Division of Library and Information Services to build a new municipal library. With combined resources received from the grant, Key Estate funds, and fundraising efforts the library should be substantially completed by July 2017. Construction has been completed for the Water Quality/Stormwater Project. This project addressed Highway 98/16th Street, Prado, and Avenue I outfalls and was completed in March 2017. The CDBG Septic Tank Abatement, Bobby Cato Lift Station Upgrade, and Water System Improvements project offers qualified citizens the opportunity to connect into the City sewer system and also allows much needed upgrades for the Bobby Cato Lift Station. Construction was completed in April 2017. The City secured permitting for the installation of a Filtronics filtration unit and granular activated carbon vessels at our water treatment plant. Due to the high cost of maintenance of the carbon system, the City has opted to install a mixer and aerator

in the ground storage tank to address the Trihalomethan issue. The City will also be converting from chlorine to bulk sodium hypochlorite at the wastewater treatment plant. The City received BP funding which will be used for various projects approved by the City Commission.

The City continues its work on addressing future improvements and self-sustainability for the betterment of our community.

This report was prepared by City Administration. Questions concerning this report or requests for additional information should be addressed to Lee Mathes, City Administrator, City of Apalachicola, 1 Avenue E, Apalachicola, Florida 32320.

City of Apalachicola, Florida
Statement of Net Position

September 30, 2016	Primary Government		
	Governmental Activities	Business-type Activities	Total
Assets			
Cash and cash equivalents	\$ 2,014,158	\$ 79,574	\$ 2,093,732
Investments	36,084	2,132	38,216
Receivables, net			
Accounts	56,183	145,407	201,590
Notes	375,532	-	375,532
Prepays	-	8,235	8,235
Due from other governmental units	10,677	27,800	38,477
Restricted assets			
Cash and cash equivalents	-	392,292	392,292
Investments	-	200,436	200,436
Capital assets			
Nondepreciable	10,800,936	390,857	11,191,793
Depreciable, net	10,890,122	22,827,672	33,717,794
Total assets	24,183,692	24,074,405	48,258,097
Deferred outflows of resources			
Deferred outflows - pension	447,335	170,490	617,825
Total deferred outflows of resources	447,335	170,490	617,825
Liabilities			
Accounts payable	237,671	101,487	339,158
Accrued payroll	9,180	1,310	10,490
Internal balances	(48,690)	48,690	-
Unearned revenue	1,035,334	-	1,035,334
Long-term liabilities			
Customer deposits	-	195,232	195,232
Due within one year			
Lines of credit	139,758	-	139,758
Accrued interest payable	-	47,119	47,119
Notes payable	95,328	510,164	605,492
Bonds payable	12,000	92,000	104,000
Compensated absences	45,725	5,732	51,457

(Continued)

See accompanying notes

Early Education and Care, Inc.
Audited Financial Statements
Year Ended June 30, 2017

Statement of Financial Position**Assets**

Cash/Cash equivalents	3,465,149
Accounts Receivable	1,124,748
Prepaid Expenses	78,418
Property and Equipment	2,812,863
Total Assets	<u><u>7,481,178</u></u>

Liabilities and Net Assets

Current Liabilities	738,540
Long Term Liabilities	26,520
Total Liabilities	<u><u>765,060</u></u>

Net Assets

Unrestricted	4,139,423
Federal Funded Assets	2,195,064
Board Designated	187,348
Temporarily Restricted	194,283
Total Net Assets	<u><u>6,716,118</u></u>

Total Liabilities and Net Assets

7,481,178

Statement of Activities**Revenue and Support**

Federal Funding	5,519,229
State Funding (Passed thru)	202,713
USDA Funding (Passed thru)	431,278
Local Funding/Donations	16,316
In-kind/Other Donation	340,044
United Way Donation	28,892
Parent Fees	175,686
Other Misc. Programs	216,592
Rent/Interest Income	67,073
Other Income	26,001
Total Revenues	<u><u>7,023,824</u></u>

Expenditures

Program Services:	
Head Start/Early Head Start	5,475,128
Food Program	389,142
Other Programs	324,926
Total Program Services	<u><u>6,189,196</u></u>

Other Costs:

Program Administration	150,129
Indirect Administration	338,380
Common Administration	299,929
Un-allocated costs	29,549
Total Other Costs	<u><u>817,987</u></u>

Total Expenses

7,007,183

**Capital Area Community
Action Agency, Inc.**

FINANCIAL STATEMENTS

September 30, 2016 and 2015



CRI CARR
RIGGS &
INGRAM

CPAs and Advisors

CRlcpa.com

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Capital Area Community Action Agency, Inc.
Tallahassee, Florida

Report on the Financial Statements

We have audited the accompanying financial statements of Capital Area Community Action Agency, Inc., (a nonprofit organization), which comprise the statements of financial position as of September 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Capital Area Community Action Agency, Inc. as of September 30, 2016 and

2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Correction of Error

As discussed in Note 13 to the financial statements, an error resulting in the overstatement of amounts previously reported in accrued expenses and expenses as of September 30, 2015, was discovered by management of Capital Area Community Action Agency, Inc. during the current year. Accordingly, amounts reported for accrued expenses and expenses have been restated in the 2015 financial statements now presented, and an adjustment has been made to net assets as of September 30, 2015 to correct the error. Our opinion is not modified with respect to that matter.

Other Matters

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated June 29, 2017, on our consideration of Capital Area Community Action Agency, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Capital Area Community Action Agency, Inc.'s internal control over financial reporting and compliance.

Carr, Riggs & Ingram, L.L.C.

CARR, RIGGS & INGRAM, LLC

Tallahassee, FL
June 29, 2017

Capital Area Community Action Agency, Inc.
Statements of Financial Position

<i>September 30,</i>	2016	(As restated) 2015
Assets		
Current assets		
Cash and cash equivalents	\$ 401,228	\$ 600,083
Grants receivable	402,911	374,639
Prepaid expenses	35,369	-
Other assets	341	-
Total current assets	839,849	974,722
Property and equipment - net	227,308	249,775
Total assets	\$ 1,067,157	\$ 1,224,497
Liabilities and Net Assets		
Current liabilities		
Accounts payable	\$ 55,311	\$ 237,041
Accrued expenses	95,017	68,034
Deferred revenue	402,879	375,952
Due to Grantor	-	4,272
Total current liabilities	553,207	685,299
Non-current liabilities		
Micro-enterprise loan	22,993	22,993
Note payable - DEO	138,473	138,473
Total non-current liabilities	161,466	161,466
Total liabilities	714,673	846,765
Net assets - unrestricted	352,484	377,732
Total liabilities and net assets	\$ 1,067,157	\$ 1,224,497

The accompanying notes are an integral part of these financial statements.

Capital Area Community Action Agency, Inc.
Statements of Activities

<i>Years ended September 30,</i>	2016	(As restated) 2015
Unrestricted Net Assets		
Revenues, Gains and Other Support		
Grant revenue	\$ 6,965,084	\$ 7,211,432
In-kind contributions	486,801	643,683
Donations	25,887	39,897
Special events	7,933	60,786
Other income	15,412	28,511
Total revenues, gains and other support	7,501,117	7,984,309
Expenses		
Program services:		
Head Start	3,426,154	3,784,667
Low Income Home Energy Assistance	1,849,219	1,942,682
Weatherization	498,328	505,329
Community Services Block Grant	492,655	614,839
USDA	273,244	261,729
VPK	205,252	200,225
Other	151,062	75,852
Total program services	6,895,914	7,385,323
Supporting services:		
General and administrative	622,881	571,683
Fundraising	7,570	39,407
Total supporting services	630,451	611,090
Total expenses	7,526,365	7,996,413
Change in unrestricted net assets	(25,248)	(12,104)
Net assets, beginning of year, as originally reported	377,732	370,730
Prior period adjustment	-	19,106
Net assets, beginning of year, as restated	377,732	389,836
Net assets, end of year	\$ 352,484	\$ 377,732

The accompanying notes are an integral part of these financial statements.

Capital Area Community Action Agency, Inc.
Statements of Cash Flows

<i>Years ended September 30,</i>	2016	(As restated) 2015
Cash flows from operating activities		
Change in unrestricted net assets	\$ (25,248)	\$ (12,104)
Adjustments to reconcile change in unrestricted net assets to net cash (used in) provided by operating activities:		
Gain on sale of asset	(1,800)	-
Depreciation	22,467	23,321
(Increase) decrease in:		
Grants receivable	(28,272)	196,620
Prepaid expenses	(35,369)	-
Other assets	(341)	-
Increase (decrease) in:		
Accounts payable	(186,002)	(159,162)
Accrued expenses	26,983	(83,855)
Deferred revenue	26,927	188,177
Net cash (used in) provided by operating activities	(200,655)	152,997
Cash flows from investing activities		
Net change in certificates of deposit	-	30,093
Proceeds from sale of property	1,800	-
Payments for the purchase of property	-	(22,200)
Net cash provided by investing activities	1,800	7,893
Net change in cash	(198,855)	160,890
Cash, beginning of year	600,083	439,193
Cash, end of year	\$ 401,228	\$ 600,083

The accompanying notes are an integral part of these financial statements.

Bring Me A Book Franklin Inc.

Balance Sheet

As of March 28, 2018

03/28/18

	Mar 28, 18
ASSETS	
Current Assets	
Checking/Savings	
Checking at Centennial Bank-my (Automatic Account Setup)	54,875
Centennial CLC (Receive grants and disburse funds for Children's Lear...	27,890
Centennial Bank	-16,737
Total Checking/Savings	66,028
Total Current Assets	66,028
Fixed Assets	
Furniture and Equipment (Furniture and equipment with)	178
Total Fixed Assets	178
TOTAL ASSETS	66,206
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
Chase card	
Chase card new new	9,493
Chase card - Other	-10,406
Total Chase card	-913
Total Credit Cards	-913
Total Current Liabilities	-913
Total Liabilities	-913
Equity	
Retained Earnings	1,686
Net Income	65,433
Total Equity	67,119
TOTAL LIABILITIES & EQUITY	66,206

Bring Me A Book Franklin Inc.

Balance Sheet

As of September 30, 2017

03/30/18



	Sep 30, 17
ASSETS	
Current Assets	
Checking/Savings	
Centennial Bank	1,638
Total Checking/Savings	1,638
Total Current Assets	1,638
Fixed Assets	
Furniture and Equipment (Furniture and equipment with)	178
Total Fixed Assets	178
TOTAL ASSETS	1,816
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
Chase card	
Chase card new new	9,493
Chase card - Other	-9,363
Total Chase card	130
Total Credit Cards	130
Total Current Liabilities	130
Total Liabilities	130
Equity	
Retained Earnings	1,078
Net Income	608
Total Equity	1,686
TOTAL LIABILITIES & EQUITY	1,816

03/30/18

Bring Me A Book Franklin Inc.
Statement of Financial Income and Expense
 October 2016 through September 2017

	Unclassified	TOTAL
Ordinary Income/Expense		
Income		
Indirect Public Support (Contributions received through)	4,247	4,247
Direct Public Support (Contributions (including the)		
Business contributions	5	5
Individual Contributions (Contributions from individual)	42,445	42,445
Total Direct Public Support (Contributions (including the)	42,450	42,450
Investments (Revenue from investments in c)		
Interest-Savings, Short-term CD (Interest received from saving)	19	19
Total Investments (Revenue from investments in c)	19	19
Total Income	46,716	46,716
Gross Profit	46,716	46,716
Expense		
donation playground (Donation of \$ for Lafayette Park play structure)	25,000	25,000
Overhead		
Bank fees	185	185
Fundraising service	989	989
Government fees	61	61
membership Dues	125	125
miscellaneous expense	80	80
Printing and Copying (Printing, copying, duplicatin)	80	80
Travel and Meetings (Expenses related to travel, m)		
Conference, Convention, Meeting (Conducting, or sending staff)	417	417
Total Travel and Meetings (Expenses related to travel, m)	417	417
Contract Services (Fees for outside services)		
Accounting Fees (Outside (non-employee) accoun)	40	40
Total Contract Services (Fees for outside services)	40	40
Website Development (development, registration)	196	196
Postage, Mailing Service (Postage, parcel delivery, loc)	274	274
office supplies	116	116
IT	786	786
Total Overhead	3,350	3,350
Program (Costs of program delivery)		
Youth Services Coordinator (Contract with PALS for services of Karen ...)	7,700	7,700
Occupancy Reading Room (Room at Franklin's Promise)	4,323	4,323
Special events		
Catering, space, etc.	820	820
Special events - Other	31	31
Total Special events	852	852
Training		
Catering, other expenses	103	103
Total Training	103	103
Books for events	2,306	2,306
Books for Babies	2,474	2,474
Total Program (Costs of program delivery)	17,758	17,758
Total Expense	46,108	46,108
Net Ordinary Income	608	608
Net Income	608	608

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT City of Apalachicola ✓		2 PROJECT NUMBER 19A-2448B-8CCC1 ✓	
3 PROJECT/PROGRAM TITLE 21st Century Community Learning Centers (21st CCLC) TAPS 18B031		4 AUTHORITY 84.287C 21st CCLC NCLB, ATD, Title IV, Part B USDE or Appropriate Agency FAIN#: S287C170009	
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Increase Effective Date: 11/02/2017		6 PROJECT PERIODS Budget Period: 08/02/2017 - 07/31/2018 Program Period: 08/02/2017 - 07/31/2018 ✓	
7 AUTHORIZED FUNDING Current Approved Budget: \$434,313.00 Amendment Amount: \$30,000.00 Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$464,313.00 ✓		8 REIMBURSEMENT OPTION Federal Cash Advance ✓	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: 07/31/2018 • Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2018 • Last date for receipt of proposed budget and program amendments: 05/30/2018 ✓ • Refund date of unexpended funds: mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : 07/01/2017 			
10 DOE CONTACTS Program: Kimberly Berry Phone: (850) 245-0821 Email: Kimberly.Berry@fldoe.org Grants Management: Unit B (850) 245-0496 8/11/22/17		Comptroller Office Phone: (850) 245-0401 Duns#: 024717639 FEIN#: F596000264001	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application. RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • See page 2 			
12 APPROVED:  Authorized Official on behalf of Pam Stewart Commissioner of Education		11/10/17 Date of Signing  FLORIDA DEPARTMENT OF EDUCATION fldoe.org 50:3:44 12 NOV 21	

DOE-200
Revised 07/15

**Gulf Coast Workforce Development Board, Inc.
d/b/a CareerSource Gulf Coast
Management's Discussion and Analysis**

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The basic governmental fund financial statements can be found on pages 9 – 11 of this report.

Notes to the financial statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 14 – 21 of this report.

Other information

In addition to the basic financial statements and accompanying notes, this report also presents a Schedule of Expenditures of Federal Awards that can be found on pages 22 - 26. This schedule lists all federal grants awarded to the Organization and their related expenditures for the fiscal year ended June 30, 2017.

Condensed Financial Statements

Net Position

	2017	2016
	Governmental Activities	Governmental Activities
Assets		
Current Assets	\$ 1,105,147	\$ 902,504
Capital Assets, net	55,037	56,500
Total Assets	1,160,184	959,004
Liabilities		
Other Liabilities	664,214	586,052
Noncurrent liabilities	16,388	1,921
Total Liabilities	680,602	587,973
Net position	\$ 479,582	\$ 371,031

**Gulf Coast Workforce Development Board, Inc.
d/b/a CareerSource Gulf Coast
Management's Discussion and Analysis**

Change in Net Position

	2017	2016
Program revenues		
Operating grants and contributions	\$ 3,169,887	\$ 4,525,747
Total revenues	3,169,887	4,525,747
Program expenses		
Training, retraining and readjustments	3,005,142	4,466,965
Total program expenses	3,005,142	4,466,965
Change in net position	164,745	58,782
Beginning net position (as originally stated)	371,031	312,249
Prior period adjustment	(56,194)	-
Beginning net position (as restated)	314,837	312,249
Ending net position	\$ 479,582	\$ 371,031

Government-wide Financial Analysis

Net Position: The Organization's net position increased by \$164,745 or 52% from fiscal year 2016. The primary cause of this increase included an increase in unrestricted revenue.

Changes in Net Position: The Organization's program revenues decreased \$1,355,860 or 30% from 2016 program revenues. The significant decrease is due to the Fishery Grant's training program and the Workforce Investment Act National Emergency Grant ending in 2017.

Capital Assets

The Organization's net investment in capital assets for its governmental activities as of June 30, 2017, amounts to \$55,037 (net of accumulated depreciation) a decrease of \$1,463 from 2016. Additional information on Gulf Coast Workforce Development Board, Inc.'s capital assets can be found in Note 2 of this report.

Economic Factors

Most of the Organization's revenues came from federal grants that pass through the State of Florida, Department of Economic Opportunity. Anything that could influence Federal and State appropriations of these funds will have a direct impact on the Organization.

**Gulf Coast Workforce Development Board, Inc.
d/b/a CareerSource Gulf Coast
Management's Discussion and Analysis**

Request for Information

This report is designed to provide a general overview of the Organization's finances for all those with an interest in the Organization's finances. Questions concerning any of the information in this report or requests for additional information should be addressed as follows:

Financial Director
Gulf Coast Workforce Development Board, Inc.
5230 West Highway 98
Panama City, Florida 32401

Gulf Coast Workforce Development Board, Inc.
d/b/a CareerSource Gulf Coast
Statement of Net Position
June 30, 2017

Assets

Current assets:

Cash and cash equivalents	\$ 423,084
Grants and contacts receivable, net	357,229
Investments	324,834

Total current assets	1,105,147
----------------------	-----------

Noncurrent assets:

Depreciable capital assets, net	55,037
---------------------------------	--------

Total assets	\$ 1,160,184
--------------	--------------

Liabilities

Current liabilities:

Accounts payables and accrued expenses	\$ 47,583
Due to fiscal agent	340,068
Unearned Revenue	269,881
Capital lease payable due within one year	6,682

Total current liabilities	664,214
---------------------------	---------

Noncurrent liabilities:

Capital lease payable	16,388
-----------------------	--------

Total liabilities	680,602
-------------------	---------

Net position

Net investment in capital assets	31,967
Unrestricted	447,615

Total net position	\$ 479,582
--------------------	------------

The accompanying notes are an integral part of the basic financial statements.

CITY OF APALACHICOLA

1 Avenue E • Apalachicola, Florida 32320 • 850-653-9319 • Fax 850-653-2205
www.cityofapalachicola.com

Mayor
Van W. Johnson, Sr.

April 12, 2018

Commissioners
Brenda Ash
John M. Bartley, Sr.
James L. Elliott
Anita Grove

Florida Triumph Gulf Coast, Inc., Board of Director
C/O Allan Bense, Its Chair
P.O. Box 12007
Tallahassee, Florida 32317

City Administrator
Lee H. Mathes, MMC

City Clerk
Deborah Guillotte, CM

City Attorney
J. Patrick Floyd

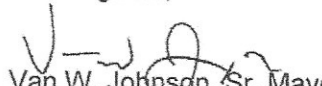
Dear Board Members,

Our organization is pleased to support the application for the Triumph Gulf Coast Inc. grant for renovation of the Johnson Complex in Apalachicola. The complex houses our office along with other non-profits that serve Franklin County and the broader Gulf Coast area. We are operating in a former Apalachicola High School that lay vacant for many years. The City saw an opportunity to create a community resource center approximately seven years ago with the first occupants being Project Impact, an afterschool program serving K-12. Although the building is sound in structure there are significant problems that impact the working conditions; inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks, poor air quality.

Renovation of the Complex will provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families. Services will be expanded to include The Children's Learning Center providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education, job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy.

With regards,


Van W. Johnson, Sr, Mayor
The Historic City of Apalachicola



Early Education and Care, Inc.

450 Jenks Avenue, Panama City, FL 32401
Phone 850-872-7550 ♦ Toll Free 1-800-768-8316
Fax 850-769-1066 ♦ www.eeckids.org

Sabara Quinn
Executive Director

Board of Directors:
Alvin Peters
President

Todd Brister
Vice President

Erica Lester
Treasurer

Sheila Cotton
Secretary

Members
Laraine Abercrombie
Christian Chapman
Marilyn Fenimore
Vickie Gainer
E. Terry Jack
Patti Jack
Denise Kelley
Ashley McDaniel
Gretchen Rivera
Tim Thompson

Jeannette Chapman
Emeritus Member

Amber Jones
Head Start Policy Council

Educational Programs:
Apalachicola Center
Early Head Start

Arnold High School
Head Start/Early Head Start

Bayou George Center
Head Start/Early Head Start

Chapman Early Education Center
Head Start/Early Head Start

Early Education Center-East Avenue
Head Start

Franklin County Early Education Center
Early Head Start

Massalina Center
Head Start

Patterson Elementary School
Head Start

Pana Villa
Early Head Start

Rosenwald High School
Head Start

Vetter Center
Head Start/Early Head Start

March 20, 2018

Triumph Gulf Coast, Inc.
Board of Directors

Dear Board Members,

As the City of Apalachicola moves forward in an effort to establish a Children's Learning Center in Franklin, we would like to offer our support for the renovation of the Johnson Complex. We believe, as does the City of Apalachicola, that much can be accomplished through a comprehensive early education program that responds to the strengths and needs of each child and family.

We now know, as indicated by research, that the first five years of a child's life are critical to healthy growth and development, and to later success in school and in life. Child development, family development, community building and staff development are essential components of a comprehensive early education program. The proposed Children's Learning Center will provide, early, continuous, intensive and comprehensive child development and family support to families.

Renovation of the Johnson Complex will provide a wonderful opportunity to upgrade the quality of services provided by key nonprofit organizations in the Franklin community.

Again, I strongly recommend awarding this grant to the City of Apalachicola. Funding from the Triumph Gulf Coast Inc., grant will allow for an exceptional utilization of resources and services.

Sincerely,


Janice Flowers
Early Head Start Director



Capital Area
Community Action
Agency

March 15, 2018

Michaelin Watts
Bring Me A Book Franklin

Dear Mrs. Watts:

I write in support of the grant application to the Triumph Gulf Coast Fund to complete needed rehabilitation and renovation of the Van Johnson Complex in Apalachicola to support community services for area residents.

The mission of Community Action is to assist with creating a path to prosperity for those families living in poverty in Franklin County. The community is best served when multiple agencies are working together to support efforts to get ahead. Community Action has an office in the facility to help families pay their utility bill or make their home more energy efficient.

Community Action also operates the Head Start pre-kindergarten program offering free child care to low income families to enable parents to go to work or school. With grant funds from the Triumph Gulf Coast Fund, we can create the Children's Learning Center to co-locate early learning partners in the same wing and create a culture of lifelong learning among families served.

Community Action invests more than \$350,000 annually into the community through salaries of staff, food service, and direct support of client needs. The return on this investment will be increase with a high quality community resource center.

Converting a former high school into a community resource center seven years ago was the first step toward true community service with a shared mission. But, the facility does not lend an element of hope due to its current physical condition. There are significant problems requiring repair and replacement including inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks, and poor indoor air quality.

Renovation of the Van Johnson Complex will provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families. Services will



309 Office Plaza Drive • Tallahassee, Florida • 32301 • 850.222.2043
www.CapitalAreaCommunityActionAgency.com



be expanded to include The Children's Learning Center providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education, job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy.

In closing, a grant of Triumph funds to create a resource that serves the community for years to come is amongst the best economic development investments to be made that can ultimately change for the better the outlook for the community and its families.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Tim Center', with a large, stylized initial 'T' and 'C'.

Tim Center, Esq.
Chief Executive Officer



Bring Me A Book Franklin, Inc.

March 19, 2018

Triumph Gulf Coast, Inc. Board of Directors

Dear Board Members:

Bring Me A Book Franklin strongly supports the application for the Triumph Gulf Coast Inc. grant for renovation of the Johnson Complex in Apalachicola. The complex houses our classroom facility along with other non-profits that serve Franklin County and the broader Gulf Coast area. We are operating in a former high school that lay vacant for a number of years. The City saw an opportunity to create a community, county and regional, resource center approximately seven years ago with the first occupants being Project Impact, an afterschool program serving K-12. Although the building is sound in structure there are significant problems that impact the working conditions; inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks, poor air quality.

Renovation of the Complex will provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families.

Services will be expanded to include The Children's Learning Center combining Head Start, Early Head Start, and Bring Me A Book Franklin. These organizations, serving young children provide early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

Bring Me A Book Franklin has been building family children's libraries in homes throughout Franklin and Gulf counties since 2009. In 2016 it was reported that 3rd grade children at the Franklin County consolidated school are now reading in record numbers. Ideally up to 3rd grade children are learning to read. After 3rd grade children are reading to learn. These are the very children who had been provided gift books at their doctor's well-checks from birth since the first year of our operations. By locating our classroom facility within the Children's Learning Center, these services will be expanded and enhanced.

Bring Me A Book Franklin works closely with Head Start and Early Head Start by providing open-faced bookcases stocked with children's books, parent education, and read-aloud sessions provided by our volunteers.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education, job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy.

Sincerely,

A handwritten signature in cursive script that reads "Michaelin Reamy Watts".

Michaelin Reamy Watts, President

Bring Me A Book Franklin, Inc. is a 501c(3) tax-exempt organization (Federal tax I.D.#27-1072506)

Mailing address: P.O. Box 160, Apalachicola, FL 32329-0160

• e-mail: bringmeabookfranklin@fairpoint.net

bringmeabookfranklin.org

PROJECT IMPACT

21st Century Community Learning Center Grant of the City of Apalachicola



PROGRAM STAFF

Nadine Kahn,
Program
Director
850-370-0145

AFTER-SCHOOL PROGRAMS

Apalachicola Bay
Charter School
Katy Sparks,
Site Coordinator
850-323-0231

City of
Apalachicola
Municipal
Complex
Barbara Floyd,
Site Coordinator
850-653-1325

Date: March 20, 2018

Triumph Gulf Coast, Inc. Board of Directors

Dear Board Members,

Our organization is pleased to support the application for the Triumph Gulf Coast Inc. grant for renovation of the Johnson Complex in Apalachicola. The complex houses our office along with other non-profits that serve Franklin County and the broader Gulf Coast area. We are operating in a former high school that lay vacant for many years. The City saw an opportunity to create a community resource center approximately seven years ago with the first occupants being Project Impact, an afterschool program serving K-12. Although the building is sound in structure there are significant problems that impact the working conditions; inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks, poor air quality.

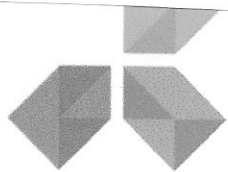
Renovation of the Complex will provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families. Services will be expanded to include The Children's Learning Center providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education, job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy. We look forward to expanding and enhancing the drastically needed services for the hard-working families of the impacted areas. The improvements will create a center that will enhance the lives of all the people that come through its doors.

Sincerely,

Nadine Kahn

Program Director, City of Apalachicola 21st CCLC



CareerSource
GULF COAST

5230 West Highway 98 Panama City FL 32401
P: 850.913.3285 F: 850.913.3269
careersourcegc.com

April 12, 2018

Triumph Gulf Coast Board of Directors

Dear Board Members:

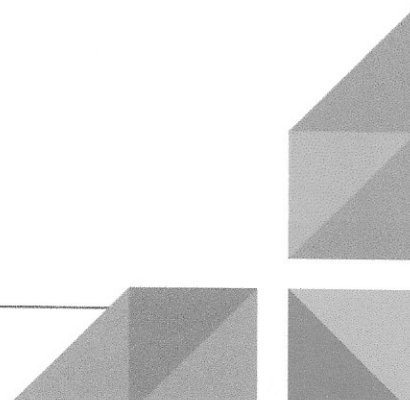
Our organization is pleased to support the application for the Triumph Gulf Coast Inc. grant for renovation of the Johnson Complex in Apalachicola. The complex houses our office along with other non-profits that serve Franklin County and the broader Gulf Coast area. We are operating in a former high school that lay vacant for many years. The City of Apalachicola saw an opportunity to create a community resource center approximately seven years ago with the first occupants being Project Impact, an afterschool program serving K-12. Although the building is sound in structure, there are significant problems that impact the working conditions; inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks and poor air quality.

Renovation of the Complex will provide a safe and vibrant working environment for the key non-profits that provide much needed services for the beleaguered seafood workers and their families as well as the entire citizenry of the area. Services will be expanded to include The Children's Learning Center, providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education and job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy.

Sincerely,

Kimberly L. Bodine
Executive Director



192 14th Street/P.O. Box 865
Apalachicola, FL 32320
S2fmm@aol.com

Sarah Madson, Psy.D.
Licensed Psychologist, PY7417

Phone (407) 267-1060
Fax (850) 653-1602
www.DrMadson.com

Triumph Gulf Coast, Inc. Board of Directors

March 21, 2018

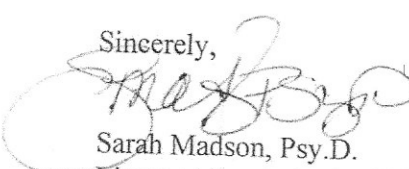
Dear Board Members,

I am writing this letter in support of the Johnson Complex renovation application for the Triumph Gulf Coast Inc. grant. As a Licensed Psychologist partnering with many area non-profits to serve the needs of Apalachicola and Franklin County, I am eager to offer my support and humbled that you would consider our Complex for your grant. The building, despite its poor condition, is a growing home to local organizations that provide community assistance. Services such as job searches and coaching to submit online employment applications, mental health and substance abuse counseling, after school and summer care programs for children, a community fitness and wellness center and a food pantry are utilized regularly by our citizens. The non-profit structure of the building's tenants means that most services are meekly funded or provided by volunteers. And while the services are beneficial, the physical structure of the building is not. The roof leaks, the air-conditioning system is non functional (which is especially a problem in summer months) and the plumbing is not reliable. There is an absence of fire alarms and several exterior doors are unable to secure themselves. As a result, the air quality is poor and mold has developed in the ceiling boards in many rooms and hallways. Organizations have faced the challenges of working in near hazardous conditions while paying exceptionally large electric bills due to insufficient energy modulation, or choosing to suspend or reduce services in order to fund "patching" of the structural problems. Extra money paid for repairs and energy bills have prevented some organizations from being able to expand their workforce and offer additional paid positions. As you can see, renovation of the Johnson Complex is a structural necessity, for the health of the persons who access the building, and the organizations that work within the walls.

In addition, our city has voted to include in the complex The Children's Learning Center. The Children's Learning Center is a community effort to maintain the Head Start Program in Franklin County. Franklin County's graduation rate is one of the lowest in the State of Florida. Head Start is instrumental in helping children meet development milestones that are critical for educational success. Without a place to house the program, we risk losing this service for our children. Unfortunately, as it stands, the building in its current state does not meet code or compliance guidelines for a safe, healthy and reliable structure in which to house this program. Therefore, a renovation for the Johnson Complex would also mean securing the Head Start Program for Franklin County.

Thank you for your time and consideration of this request and its benefit to the City of Apalachicola and Franklin County.

Sincerely,


Sarah Madson, Psy.D.

Licensed Psychologist, PY7417

Inspiring Hope. Embracing Change. Celebrating Success.



March 20, 2018

Board of Directors
Triumph Gulf Coast, Inc

Dear Board Members,

The Children's Forum is pleased to support the application for the Triumph Gulf Coast Inc. grant for renovation of the Johnson Complex in Apalachicola. The complex houses non-profits that serve Franklin County and the broader Gulf Coast area. Many of these organizations have been operating in a former high school that lay vacant for many years. The City saw an opportunity to create a community resource center approximately seven years ago with the first occupants being Project Impact, an afterschool program serving K-12.

Although the building is sound in structure there are significant problems that impact the working conditions; inadequate plumbing/drainage, electrical and HVAC, absence of fire alarm/safety system, roof leaks, poor air quality.

Renovation of the Complex will provide a safe and healthful working environment for the key non-profits that provide services for seafood workers and their families. Services will be expanded to include The Children's Learning Center providing early education, child literacy and health services directed toward promoting success in school and increased graduation rates. Maintaining Head Start for Franklin County is critically linked to this restoration.

The proximity of services will facilitate referrals of parents and caregivers to non-profit organizations providing links to mental health services, training, education, job placement. Within the renovated Johnson Complex, these partnerships will work side by side promoting sustainability of a skilled work force needed for a thriving economy. Please feel free to contact me as needed. I wholeheartedly endorse their efforts to obtain the resources that will provide major enhancements for the citizens of Franklin County and urge you to consider their application favorably.

Sincerely,

Dr. Phyllis Kalifeh
President & CEO

Board of Directors

Phyllis K. Kalifeh, Ed.D.
Children's Forum
President and CEO

Robert H. Buesing, J.D.
Trenam & Kemker
Attorneys at Law
Board Chair

Wil Blechman, M.D.
Retired Physician
Vice Chair

Allison Davis, CPA
Andersen Tax LLC
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Claudia Davant
Adams St. Advocates
Board Member

Charles Hood III
Agency Executive
Board Member

Larry Pintacuda
Retired Executive
Board Member

Linda Stoller
Consultant
Board Member

Begin forwarded message:

From: SIZEMOM@comcast.net
Subject: FW: Grant application
Date: November 9, 2017 at 11:14:46 AM EST
To: "" <naturalcolordesign@sbcglobal.net>

See statement below.

-----Original Message-----

From: cflax-hyman@gulfcoast.edu
To: SIZEMOM@comcast.net
Cc: hkuehner@gulfcoast.edu
Sent: 2017-11-09 11:06:54 am
Subject: FW: Grant application

Michelle,

Patricia Schenck is our Academic Program Coordinator for Education Preparation and has prepared the following statement of support:

GCSC is pleased to partner with Franklin county and the Early Learning Coalition to provide training and coursework in early childhood education. Our current early childhood programs provide opportunities for birth-5 teachers to earn the required state credentials and continue their professional development by completing the early childhood AA or AS degrees. We also look forward to our continued work with Franklin county representatives on the Early Childhood Education Advisory Council.

<https://www.gulfcoast.edu/current-students/academic-divisions/social-sciences/early-childhood-education/index.html>

Cheryl

Cheryl Flax-Hyman, Ed.D. | Gulf Coast State College
Vice President, Institutional Effectiveness and Strategic Planning

5230 West U.S. Highway 98
Panama City, FL 32401

T 850.747.3215
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Triumph Fund Grant Application									
City of Apalachicola - Van Johnson Complex Renovation Timeline									
			Estimate						
Activity		\$ thousands	Start Day #	# Days to Complete	Notes:				
Contracting Process including RFP, evaluation, awards			1	32	Calendar days				
Award bids			33	2					
Design			35	30					
Permitting			65	30					
Renovation Construction			95	270					
Punch List and Final Inspection			365	30					
Project Completion			395						
1		Re-Roof Entire Building, including flashing, gutters, downspouts							
1A	TPO roof	650			Includes removing existing				
1B	New flashing throughout				Included in roofing estimate				
1C	Replace all gutters and downspouts				Included in roofing estimate				
2	Electrical - rework all circuitry as needed for new loads, overhaul/replace breaker panels, etc.								
2A	Analyze loads on all circuits								
2B	Replace all breaker panels	0			City electrician says panels are OK				
2C	Rewire as necessary	90							
2D	Replace all room and hall lighting fixtures, as necess.	60			600 fixtures @ \$100 per with LED				
3	Plumbing - rework all drain and water lines; install new sinks in CLC including hot H2O; repair/replace all sinks, toilets, urinals as needed; modify toilets in CLC								
3A	Clear or replace all sewer drain lines	83			\$8 for cutting concr, \$75 install, repair				
3B	Replace all water lines to sinks, toilets, urinals				included in 3C				
3C	Install new low toilets & sinks in CLC's bathrooms	50			50 @ \$1000 for all bldg plumbing fixtur				
3D	Install 3 sinks in each of 2 Early Head Start rooms				included in 3C				
3E	Install 2 sinks in each of 2 Head Start rooms				included in 3C				
4	HVAC - install split units in all rooms, as needed, plug existing ductwork in ceiling.								

4A	Install new split unit heat pumps in all rooms where no new exists	125			25 units @\$5K each	
4B	Plug existing ductwork to prevent fire spread	23				
5	Fire alarm/suppression - Repair/replace fire alarm, install sprinkler system					
5A	Replace fire alarm system w/pull boxes, sensors, monitored control unit	68				
5B	Install fire sprinkler system throughout	540			\$9/ft. X 60,000 ft.	
6	Doors - replace and add exterior doors as needed with breaker bar fire exits	35			10 exits @ 3.5K	
7	Windows - repair/replace all windows	20				
8	Install secure CLC entry system of doors	3				
9	Children's Learning Center - remove all protruding panels, etc, from walls and repair; platforms in children's toilets					
10	Install bookcases and shelving in EHS, HS & BMABF	20				
10A	Furnish books for children's library in BMABF room	50				
11	Driveway/parking - grade and pave with linerock, add parking places, concrete barriers separation from playground	200			Assumes storm water runoff permit (try to reduce \$ with permeable surface)	
12	Playgrounds - install playground base and equipment for Early Head Start and Head Start	0			Assumes EHS and HS will furnish	
13	install tile flooring as needed	50				
14	Painting - paint all rooms as needed.	66				
TOTAL CONSTRUCTION EXPENSE		2,133				
CONTINGENCY @10%		213				
PROJECT MANAGEMENT @ 15%		352			Overall management by design/build contractor (architect, including engineering, spec writing, inspection, reporting, fiscal management).	
TOTAL DIRECT RENOVATION COST		2,698				

PERFORMANCE BOND				81			Estimated at 3% - final tbd
TOTAL PROJECT COST				2,779			
LESS PRIVATE DONATIONS RAISED TO DATE				63			
TOTAL FUNDS REQUESTED				2,716			
CHILDREN'S LEARNING CENTER COSTS							
1A	Standing seam metal roof		0				
1B	New flashing throughout						
1C	Replace all gutters and downspouts		0				
2	Electrical - rework all circuitry as needed for new loads, overhaul/replace breaker panels, etc.						
2A	Analyze loads on all circuits						
2B	Replace all breaker panels		0				City electrician says panels are OK
2C	Rewire as necessary		10				
2D	Replace all room and hall lighting fixtures, as necess.		8				84 fixtures @ \$100 per with LED
3	Plumbing - rework all drain and water lines; install new sinks in CLC including hot H2O; repair/replace all sinks, toilets, urinals as needed; modify toilets in CLC						
3A	Clear or replace all sewer drain lines	???					\$8 for cutting concr, \$75 install, repair included in 3C
3B	Replace all water lines to sinks, toilets, urinals						included in 3C
3C	Install new low toilets & sinks in CLC's bathrooms		19				19 @ \$1000 for all bldg plumbing fixtures included in 3C
3D	Install 3 sinks in each of 2 Early Head Start rooms						included in 3C
3E	Install 2 sinks in each of 2 Head Start rooms						included in 3C
4	HVAC - install split units in all rooms, as needed, plug existing ductwork in ceiling.						
4A	Install new split unit heat pumps in all rooms where no new exists		35				7 units @\$5K each
4B	Plug existing ductwork to prevent fire spread		10				
5	Fire alarm/suppression - Repair/replace fire alarm, install sprinkler system						

5A	Replace fire alarm system w/pull boxes, sensors, monitored control unit	68					
5B	Install fire sprinkler system throughout	0					GET WAIVER ON THIS ITEM
6	Doors - replace and add exterior doors as needed with breaker bar fire exits	25					7 exits @ 3.5K
7	Windows - repair/replace all windows	2					
8	Install secure CLC entry system of doors						included in 6 above
9	Children's Learning Center - remove all protruding panels, etc, from walls and repair;platforms in children's toilets						
10	Install bookcases and shelving in EHS, HS & BMABF	20					
10A	Furnish books for children's library in BMABF room	50					
11	Driveway/parking - grade and pave with limerock, add parking places, concrete barriers separation from playground	200					Assumes storm water runoff permit (try to avoid with permeable surface)
12	Playgrounds - install playground base and equipment for Early Head Start and Head Start	0					Assumes EHS and HS will furnish
13	install tile flooring as needed	10					
14	Painting - paint all rooms as needed.	10					
TOTAL CONSTRUCTION EXPENSE		467					
CONTINGENCY @10%		47					
PROJECT MGR, ENG, ARCH. @15%		77					
TOTAL RENOVATION DIRECT EXPENSE		591					
PERFORMANCE BOND @3%		18					
TOTAL CLC RENOVATION EXPENSE		608					
LESS PRIVATE DONATIONS RAISED		63					
TOTAL FUNDS REQUIRED		545					

JOHNSON CENTER COMPLEX RENOVATION SCHEDULE

Note: Each X represents approximately 1 week)																
			2018			2019										
			SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Contracting Process including RFP, Evaluate, Awards			XXXX	XX												
Project Design				XX	XX											
Permits					XX	XX										
Mobilization						XX										
Renovation/Construction/Repair							XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
1 Re-Roof Entire Building, including flashing, gutters, downspouts								XXXX	XXXX	XXXX	XXXX					
1A TPO roof																
1B New flashing throughout																
1C Replace all gutters and downspouts																
2 Electrical - rework all circuitry as needed for new loads, overhaul/replace breaker panels, etc.								XXXX	XXXX	XXXX						
2A Analyze loads on all circuits																
2B Replace all breaker panels																
2C Rewire as necessary																
2D Replace all room and hall lighting fixtures, as necess. Plumbing - rework all drain and water lines; install new sinks in CLC including hot H2O; repair/replace all sinks, toilets, urinals as needed; modify toilets in CLC																
3 Clear or replace all sewer drain lines								XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		
3A																
3B Replace all water lines to sinks, toilets, urinals																
3C Install new low toilets & sinks in CLC's bathrooms																
3D Install 3 sinks in each of 2 Early Head Start rooms																
3E Install 2 sinks in each of 2 Head Start rooms																
4 HVAC - install split units in all rooms, as needed, plug existing ductwork in ceiling.									XXXX	XXXX	XXXX	XXXX				
4A Install new split unit heat pumps in all rooms where no new exists																
4B Plug existing ductwork to prevent fire spread																
5 Fire alarm/suppression - Repair/replace fire alarm, install sprinkler system								XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		

JOHNSON CENTER COMPLEX RENOVATION SCHEDULE

Note: Each X represents approximately 1 week)

		2018			2019															
		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT					
	Replace fire alarm system w/pull boxes, sensors, monitored control unit																			
5A	Install fire sprinkler system throughout																			
5B	Doors - replace and add exterior doors as needed with breaker bar fire exits																			
6	Windows - repair/replace all windows																			
7	Install secure CLC entry system of doors																			
8	Children's Learning Center - remove all protruding panels, etc, from walls and repair;platforms in children's toilets																			
9	Install bookcases and shelving in EHS, HS & BMABF																			
10	Driveway/parking - grade and pave with limestone, add parking places, concrete barriers separation from playground																			
11	Playgrounds - install playground base and equipment for Early Head Start and Head Start																			
12	install tile flooring as needed																			
13	Painting - paint all rooms as needed.																			
14	Final punch list and inspections																			
15																				

Documentation that when reading material is available, children are more apt to learn to read:

Books in home as important as parents' education in determining children's education level study

<https://www.sciencedaily.com/releases/2010/05/100520213116.htm>

BOOKS IN THE HOME ARE STRONGLY LINKED TO ACADEMIC ACHIEVEMENT, MAY 2014 ARTICLE
<HTTPS://PSMAG.COM/SOCIAL-JUSTICE/BOOKS-HOME-STRONGLY-LINKED-ACADEMIC-ACHIEVEMENT-82144>

ACCESS TO BOOKS PDF BY SCHOLASTIC, INC.

<HTTP://TEACHER.SCHOLASTIC.COM/PRODUCTS/FACE/PDF/RESEARCH-COMPENDIUM/ACCESS-TO-BOOKS.PDF>

The facts that major Brain development occurs in the first years of life

Policy Statement – Literacy Promotion: An Essential Component of Primary Care Pediatric Practice - <http://pediatrics.aappublications.org/content/134/2/404>

Baby's Brain Develops Now: Conception to Age 3 by Urban Child Institute <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>

FIRST FIVE YEARS WEBSITE

<HTTPS://WWW.FIRSTTHINGSFIRST.ORG/WHY-EARLY-CHILDHOOD-MATTERS/THE-FIRST-FIVE-YEARS>

DEPARTMENT OF EDUCATION PDF

<HTTPS://SITES.ED.GOV/FBNP/FILES/2013/07/EDUCATION-MATTERS-CFBNP-CHILDRENS-BRAIN-DEVELOPMENT.PDF>

Facts of Life Child Development and Early Learning website

<http://www.factsforlifeglobal.org/03/1.html>

Research documenting that when children are read to, they learn to read readily

Washington Post article New guidelines from pediatricians: Read to your babies

https://www.washingtonpost.com/news/parenting/wp/2014/06/24/new-guidelines-from-pediatricians-read-to-your-children/?utm_term=.862e290750f8

Why it's important to read aloud with your kids, and how to make it count Washington Post article

https://www.washingtonpost.com/news/parenting/wp/2017/02/16/why-its-important-to-read-aloud-with-your-kids-and-how-to-make-it-count/?utm_term=.8f520ae399ef

The National Academics Sciences Engineering Medicine chapter from book

<https://www.nap.edu/read/6023/chapter/5>

3 reasons you should read to your child

<https://www.scilearn.com/blog/why-you-should-read-with-your-child>

Five Big Benefits of Reading to Your Kids

<http://www.thisisinsider.com/benefits-reading-to-kids-2017-8>

Research that shows how much money is saved in the long run ...lost labor force, prison enrollment....when children succeed in reading by third grade

Early Warning! Why Reading by the End of Third Grade Matters-the Annie E. Casey Foundation

<http://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>

Study: Third Grade Reading Predicts Later High School Graduation by Education Week

http://blogs.edweek.org/edweek/inside-school-research/2011/04/the_disquieting_side_effect_of.html

Center for Public Education Learning to Read: Reading to Learn: At a Glance (2015)

<http://www.centerforpubliceducation.org/research/learning-read-reading-learn-glance-2015>

Research showing that money can best be spent on younger children's stimulation and education

Invest in Early Childhood Development: Reduce Deficits, Strengthen the Economy-James Heckman, Nobel Prize winner

<https://heckmanequation.org/resource/invest-in-early-childhood-development-reduce-deficits-strengthen-the-economy/>

THE BENEFITS AND COSTS OF INVESTING IN EARLY CHILDHOOD EDUCATION-WASHINGTON CENTER FOR EQUITABLE GROWTH

<HTTP://EQUITABLEGROWTH.ORG/REPORT/THE-BENEFITS-AND-COSTS-OF-INVESTING-IN-EARLY-CHILDHOOD-EDUCATION/>

Early Childhood Investment Yields Big Payoff by Robert G. Lynch

<https://wested.org/resources/early-childhood-investment-yields-big-payoff/>

Studies that show that when parents are provided with safe childcare they leave welfare and pursue job training and employment

Various Supports for Low-Income Families Reduce Poverty and Have Long-Term Positive Effects On Families and Children

<https://www.cbpp.org/research/various-supports-for-low-income-families-reduce-poverty-and-have-long-term-positive-effects>

Child Care Is More Expensive Than College in Most Stateshttps://www.huffingtonpost.com/entry/child-care-expenses_us_5614285be4b022a4ce5fd5ff

Two Generations, One Future: Moving Parents and Children Beyond Poverty Together. Mosle, A. & Patel, N. (2012). https://ascend.aspeninstitute.org/wp-content/uploads/2017/10/Aspen_Ascend20Report_Two_Gen_One_Future.pdf

Solutions to the “Summer Slide” or “Summer Reading Setback”

Summer reading loss accounts for at least 80 percent of the reading achievement gap by ninth grade.

https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlgKH_blog.html