Broward College Proposal

Building the CORE (Critical Occupation Response through Education)

Submission is response to the

Florida Job Growth Grant Fund Workforce Training Grant

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Florida Job Growth Grant Fund
Workforce Training Grant Proposal

Proposal Instructions: The Florida Job Growth Grant Fund Proposal (this document) must be completed and signed by an authorized representative of the entity applying for the grant. Please read the proposal carefully as some questions may require a separate narrative to be completed.

Entity Information

Name of Entity: Broward College

Federal Employer Identification Number (if applicable): ██████

Contact Information:
    Primary Contact Name: Kareen Torres
    Title: District Director, Grants Development
    Mailing Address: 111 East Las Olas Boulevard, 11th Fl.
    Fort Lauderdale, FL 33301
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Workforce Training Grant Eligibility

Pursuant to 288.101, F.S., The Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

Eligible entities must submit proposals that:

- Support programs and associated equipment at state colleges and state technical centers.
- Provide participants with transferable and sustainable workforce skills applicable to more than a single employer.
- Are offered to the public.
- Are based on criteria established by the state colleges and state technical centers.
- Prohibit the exclusion of applicants who are unemployed or underemployed.

1. Program Requirements:

Each proposal must include the following information describing how the program satisfies the eligibility requirements listed on page 1.

A. Provide the title and a detailed description of the proposed workforce training.

Building the CORE
See attached document for the complete Building the CORE proposal.

B. Describe how this proposal supports programs at state colleges or state technical centers.

See attached document for the complete Building the CORE proposal.

C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

See attached document for the complete Building the CORE proposal.

D. Does this proposal support a program(s) that is offered to the public?

☑ Yes ☐ No

E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.

See attached document for the complete Building the CORE proposal.

F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?

☑ Yes ☐ No

G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.

See attached document for the complete Building the CORE proposal.

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2. Additional Information:

A. Is this an expansion of an existing training program? ☑ Yes ☐ No

If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

See attached document for the complete Building the CORE proposal.

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B. Does the proposal align with Florida's Targeted Industries? (View Florida's Targeted Industries here.)

☑ Yes ☐ No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

Advanced Manufacturing, Aviation and Aerospace, and Information Technology

_____

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida's Demand Occupation Lists here.)

☑ Yes ☐ No

If yes, please indicate the occupation(s) with which the proposal aligns.

If no, with which occupation does the proposal align?

See attached document for the complete Building the CORE proposal.

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D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).

> If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.

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

Training will be delivered via face-to-face, in classrooms and lab settings as well as online, via BC's digital portal. See attached document for the complete proposal.

E. Indicate the number of anticipated enrolled students and completers.

The program will serve 1,000 participants, with 85% completing training. See attached document for the complete Building the CORE proposal.

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

Begin Date: 09/01/2107   End Date: 08/30/2022

G. Describe the plan to support the sustainability of the proposal.

See attached document for the complete Building the CORE proposal.

H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code if applicable.

See attached document for the complete Building the CORE proposal.

I. Does this project have a local match amount?

☑ Yes ☐ No

If yes, please describe the entity providing the match and the amount.

Additional resources have been identified to support creation of Building the CORE in the amount of $3,788,763. See attached document for the complete proposal.

J. Provide any additional information or attachments to be considered for the proposal.

Attachments: History of Advanced Manufacturing, Aviation and Information Technology, Budget Narrative, Local Match, Letters of Support and Authority.

3. Program Budget

Estimated Costs and Sources of Funding: Include all applicable workforce training costs and other funding sources available to support the proposal.

A. Workforce Training Project Costs:

Equipment	$ 957,200	
Personnel	$ 3.618.562	
Facilities	$ 2,565,500	
Tuition	$ 1,500,000	
Training Materials	$ 75,000	
Other	$ 1,646,913	Please Specify: Attached
Total Project Costs	$ 10,363,175	

B. Other Workforce Training Project Funding Sources:

City/County	$ 833,763	
Private Sources	$ 665,000	
Other (grants, etc.)	$ 2,290,000	Please Specify: Attached
Total Other Funding	$ 3,788,763	

Total Amount Requested	$ 6,574,412

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

C. Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding, how equipment purchases will be associated with the training program, if applicable, and any other pertinent budget-related information.

See attached document for the complete Building the CORE proposal Budget Narrative.

4. Approvals and Authority

A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g., approval of a board, commission or council)?

Agreements in excess of $325,000 require a vote of the Broward College District Board of Trustees

B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:

i. Provide the schedule of upcoming meetings for the group for a period of at least six months.

09/26/2017; 10/24/2017; 12/12/2017; 01/23/2018; 02/27/2018.

ii. State whether that group can hold special meetings, and if so, upon how many days' notice.

The District Board of Trustees can hold special meetings with a 7-day notice.

C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. 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.

I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity.

Name of Entity: _Broward College_ _____

Name and Title of Authorized Representative: _J. David Armstrong, Jr., President_ _____

Representative Signature: _____

Signature Date: _08/08/2017_ _____

Broward College: *Building the CORE*
Florida Job Growth Grant Fund Workforce Training Grant Proposal

1. Program Requirements
A. Provide the title and detailed description of the proposed workforce training.
Proposed Workforce Training Program:

Building the CORE (Critical Occupation Response through Education)

Building the CORE represents a strong and experienced partnership between Broward College (BC) and the Urban League of Broward County (ULBC) to develop an innovative and lasting workforce education model with statewide impact. *Building the CORE* will leverage a best practice workforce development model, and expand the support system directly into the instructional program offering students enhanced on-site support to ensure their success.

- *Building the CORE* strategies will help employers meet industry demand and market forecasts in
    - Advanced Manufacturing,
    - Aviation and Aerospace, and
    - Information Technology.

Aviation will expand BC's Aviation Institute, located on South Campus and adjacent North Perry Airport, adding work skills training for fabrication and composites, two areas that have emerged as vital for aviation workers. **Advanced Manufacturing** will address the growth of technology-enabled production processes across all industries, through expansion of proven practices developed as part of LINCS, BC's nationally recognized Supply Chain Management/Logistics program established in 2013, and the CNC certification program initiated in 2015. **Technology** will expand BC's involvement with Big Data, Cloud Computing, Cybersecurity, Quality Improvement, and Project Management.

The *Building the CORE* **proposal budget request, for $6.5 Million,** allocates funding for the addition of vital equipment and resources needed to provide **1,000 participants** with exposure to relevant technology and processes **over a period of 5 years.** A complete budget narrative is attached to this document.

Program Description:

Building the CORE will **deliver program content using a cohesive, evidence-based approach to aid workers earn stacked, latticed, and transferrable credentials.** Program content will be delivered via face-to-face (classroom and lab) sessions, on-line and technology-enabled learning. Program funding will support infrastructure enhancement that increases participant access to and support for industry-specific education, accelerated training and job placement.

The main components of the *Building the CORE* approach are: Enhancement of Infrastructure, Accelerated Training, Job Placement and Follow up. Participants will receive program support through Outreach and Assessment, Workplace Soft Skills Development, Case Management, Enrollment and Training, Work Readiness and Career Exploration Opportunities.

Infrastructure Enhancement: Using the national certifications such as the National Association of Manufacturers (NAM) endorsed Manufacturing Skills Certification System as a program model for training and certifications, *Building the CORE* will include competency-based, customized education and training for the manufacturing, aviation and information technology market sectors. There is strong evidence that the alignment of training with industry recognized skills certification systems is a promising practice offering high internal and external validity. Realignment and integration of programs across all related academic and career pathways, including standardization of training to meet national certification criteria will provide students with a holistic view to relationships between advanced industries. Business and industry will also benefit from creation of a focal point through which they can access relevant training for current workers and seek prospective applicants.

Accelerated Training: A 2014 survey of Florida manufacturers measured employer success- or lack thereof- in recruiting skilled workers, and the impact of worker shortages on business operations. Highest shortages were reported for technology-enabled positions, including CNC Machinists, Operators,

Programmers, Instrumentation and Automation, Programmable Logic Controllers and Mechatronics. Respondents found that shortages resulted in additional overtime and contract costs, driving production expenses up and profits down. *Building the CORE* will help increase business access to skilled workers by focusing on three components: 1) in-depth skills assessment and acknowledgement of prior learning; 2) 16 weeks of fast-track, career training leading to industry credentials and articulated pathways to advanced degrees; and 3) an 8 week internship option for hands-on experiential learning.

Outreach and Assessment: A strong outreach campaign between partners will establish a stream of potential participants for training, giving priority to eligible workers and veterans. Program recruiters will have the lead role in outreach efforts, working directly with current employers, CareerSource Broward, One Stop Centers, Veterans' Assistance programs and other unemployed and underemployed adults. *Building the CORE* will also recruit through the local high school career academies and Post-Secondary Adult Vocational (PSAVs) programs, targeting those engaged in related training. An up-front, rigorous assessment will determine enrollment, the proper educational track and employability skills. Based on the outcome of the assessment, each participant will receive an Individual Development Plan (IDP) that charts out the steps and practices needed to achieve their employment goals.

Workplace Soft Skills Development. Technical skills will prepare participants for employment, but soft skills will equip them for retention and career progression. Each participant will take an evidence-based soft skills assessment tool as a pre-test within 30 days of enrollment. Assessment outcomes will provide the Job Developer (JD) & Case Manager (CM) with insight into those workplace competencies that each participant needs to strengthen. The assessment will generate a comprehensive assessment report and development plan for each participant that identifies strengths and needed areas of improvement. Based on results, participants will participate in soft skills development training to strengthen areas such as: decision-making, self-management, and commitment to quality. Job readiness training sessions will be conducted by the JD, providing employability, coaching and career plan navigation.

Coaching and Case Management: The ULBC will provide comprehensive case management to program participants via group and 1-on-1 sessions. In the context of workforce development, case management guides participants on their path toward obtaining employment and career advancement. The order in which a job seeker receives specific case management services may vary depending on individual needs and goals, as wells as program requirements and resources. All participants complete an assessment to identify employment and financial goals, create a career plan (CPs), receive screening for income supports, job coaching, and follow-up services.

ULBC strives to provide holistic services. Participants are referred for legal, health and other supportive services as needed to remove barriers that prevent placement and increase the likelihood of sustainability. Case managers across workforce programs and other departments also have the opportunity to work together and brainstorm remedies to varied challenges to support the individuals in their respective programs and discover innovative ways for increased support. Case management activities are comprehensive, well integrated, and supported by quality tools (e.g., assessment instruments and career plans). This is an evidenced based model, used in the College's LINCS programs, and has been proven to increase completion rates. A study at South Texas College found that 65% of students with case management support successfully completed courses, opposed to 59% of those not receiving the support. Further, case-managed participants had a retention rate of 76% opposed to 69% for those without case management.

Enrollment and Training: Once enrolled, trainees will work alongside their academic program coordinator, instructor and in some cases, mentors/advisors to design an Individual Development Plan (IDP). IDPs will be used to determine which training track each trainee will take, chart and document student progress and assist the recruiter in resume development and placement options. Through a thoughtful review of experience and training, industry certifications will articulate into college credit, leading to degrees in manufacturing, such as the Engineering Technology AS degree. After the instructional portion of training is complete (13-16 weeks depending on the track), non-incumbent trainees will be ready for work-based experience such as internships. An internship is estimated to last 6-10 weeks and will be coordinated by dedicated internship coordinators/business liaisons. Internship placements will be identified

through work with specific employers, institutions and workforce boards. Once students complete the program, they will work with their local recruiter for placement options. Worksite training will primarily take place during the second half of the program.

Work Readiness & Career Exploration Opportunities. Our model is grounded in workforce development best practices ensuring that work readiness and career exploration via navigation of Career Plans are integrated throughout all aspects of the program from recruitment to follow-up. Our model incorporates stackable credentials and certifications, a series of ascending credentials that will allow participants to progress from a short-term certificate to an undergraduate degree & beyond. Work readiness, being ready to take on any job at any level, and transferability, providing participants with the opportunity to apply work skills in multiple settings and/or employment opportunities.

Employment Skills*:* Participants will benefit from navigational case management throughout the program and during follow-up. Participant IDPs will include the results of administered workforce readiness assessments, strategies and interventions that the CM and JD would have used to support participant goal achievement in (a) completing certifications (b) completing workforce readiness training. The IDP's Transitional Plan includes continued support in educational attainment and placement.

Job Placement and Follow Up: Regardless of the level at which they enter the career pathway program, participants will receive extensive and ongoing career guidance, directions for how to excel up the career pathway ladder, and assistance using the local resources can continue to benefit them. Specialized support services will be tailored by the career pathway level the participant is enrolled, such as mentorship. Dedicated mentors and instructors will place important riles in the success of these individuals. Pairing participants in internships with mentors who are leaders in their field will help impact student knowledge of advanced manufacturing, aviation or information technology. Placement will be led by CareerSource Broward and BC's Career Center. Partnership with local manufacturers such as HEICO and Johnson Controls, aviation employers such as Silver and Spirit Airlines and technology leaders such as Citrix and Ultimate Software will provide program participants with the training and experience that will lead to high skill high wage (HSHW) employment.

Program Staffing:

The Urban League of Broward County will provide staff support for the participants through a Program Coordinator, Case Manager and Job Developer. The Program Coordinator will: manage day to day operation on the program; be responsible to QA/QI and evaluating the program data; recruit partners to support the program, conduct orientations for participants, monitor program eligibility and manage the direct service staff. The Job Developer will: develop public/private partnerships with employers; identify sites for work experience; establish MOUs with employers, match program participants with employers; conduct soft skills education, and assessments. The Case Manager will: work one on one with participants; develop career ladders and Individual Development Plans with participants; utilize assessments to determine participant strengths and weaknesses; assist with removing work readiness barriers and offer supports to ensure the ongoing success for participants. The Case Manager will also conduct outreach and recruitment activities to enroll participants, screen for eligibility and carryout follow up activities.

The Broward College Student Advising Team will work with participants to complete program enrollment and ascertain prior work experiences eligible for certification and industry credentials. Advisors will work with participants to determine the specific elements of their IDP to achieve employment foals. Instructors will provide the technical instruction in the specific content areas, evaluate participant performance and job skills readiness and work with local employers to identify and deliver relevant instructional programs.

B. Describe how this proposal supports programs at state colleges or technical centers.
Support for State College Programs:
BC's strategic plan was adopted to focus on and achieve the critical metrics in higher education. *Building the CORE* supports the state's performance measures by creating a pathway to completion for unemployed, underemployed workers.

Building the CORE is aligned with the eight Academic Pathways/Meta-majors established by the Florida College System for Florida's state colleges. These pathways include majors/courses of study grouped together by shared foundational coursework. The meta-major process provides students with an opportunity to explore career options and opportunities to maximize employment prospects and potential for earning degrees and industry- recognized credentials.

Program outcomes will foster communication with business and increase employer engagement. Development of program materials aligned to the state academic frameworks and industry deliverables will enable all state colleges to adopt and adapt these programs to meet local needs of business and industry.

C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

Providing participants with transferable, sustainable skills: *Building the CORE* is based on a set of concrete actionable measures to improve the employability of individuals within the workforce, making skills more transferable and workplaces more adaptable. By preliminarily assessing and anticipating rapidly changing skill needs and addressing gaps through *Building the CORE* responsive education and training programs, individuals completing the training will receive transferable skills evidenced by national and/or regional certifications to improve the employability of the workforce. The project will offer participants the opportunity to offer certifications in each of the focus areas including:

- Advanced Manufacturing: SCPro™ Fundamentals, Six Sigma Certifications (Green and Black Belt), Project Manager Certifications (e.g.; PMP), Security Clearance, and Certified Quality Engineer.
- Aviation: Airframe and Powerplant (A and P) certification, Six Sigma Certifications (Green and Black Belt), Project Manager Certifications (e.g.; PMP), Security+ and Airline Transport Pilot (ATP)
- Information Technology: Certified Information Systems Security Professional (CISSP), Certified Systems Security Practitioner (CSSP), Security+, Cybersecurity Analyst - CSA+, CISCO Certified Network Associate, CISCO Certified Network Professional (CCNP), CISCO Certified Security professional, Certified Ethical Hacker (CEH), Certified A+ Technician, Cloud+, Network +, Linux+, Microsoft Certified Solutions Associate (MCSA), Microsoft Certified Solutions Expert (MCSE), Project Management Certifications (e.g.: Project+, CAPM/PMP), CIW Database Design Specialist, Big Data with R & R studio, and Tableau Desktop Qualified Associate

Development of highly qualified workers will facilitate economic growth in key industry sectors. *Building the CORE* will offer stackable credentials through industry-recognized credential offered by a certificate or non-degree program, or a third-party certification or occupational license, which will articulate toward a higher-level certificate or associates degree in the same occupational area to enhance the transferability and sustainability of the workforce skills.

The ULBC also operates a Financial Empowerment and Entrepreneurship Center in the state of Florida through the Department of Economic Opportunity. This contract provides in financial education, credit counseling, financial management, employment soft skills, job placement, small business development, and small business technical assistance and access to an alternative loan fund for unemployed, underemployed and otherwise vulnerable adults. Ultimately, these resources are provided to ensure that individuals and families are able to successfully move up the economic ladder.

E. Describe how proposal is based on criteria established by state colleges and state technical centers.

The *Building the CORE* program design described above is based on the State Board of Education criteria for the approval of programs at Florida College System institutions, specifically the encouragement of cooperative programs particularly within regions. Furthermore, all programs offered through the *Building the CORE* program is consistent with the state master plan adopted by the State Board of Education and the Florida College System curriculum frameworks. The Florida's Career & Technical Education (CTE) Curriculum Framework provides the criteria for developing and maintaining educational programs to prepare individuals for occupations important to Florida's economic development. Each program within

Building the CORE is aligned to a career cluster and is detailed in curriculum frameworks. Guided by the Florida Department of Education, education, business and industry, and trade associations develop the curriculum frameworks to provide program standards that are both academically integrated and responsive to business and industry.

Through participation in *Building the CORE* PSAV or certificate training programs, participants will earn credentials needed for High Skill High Wage jobs. Further, they will have the opportunity to apply these credentials towards industry-recognized certifications and/or a degree program. This process shortens the time required to complete degree programs, making it easier for the individual to continue learning and earning.

G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs anticipated to be created from the proposed training. Further, please include the economic impact on the community, region or state and the associated metrics used to measure success of the proposed training.

Building the CORE strategies were developed to meet industry demand and market forecasts. BC consulted with economic development entities such as the Greater Fort Lauderdale Alliance and members of BC's pathway advisory council. Further, economic forecasts from government agencies, including the Bureau of Labor Statistics (BLS), and the National Institute of Standards and Technology (NIST) were used in planning program activities and forecasting program outcomes. Finally, a survey of Broward's aviation maintenance and machine industry employers, was conducted to identify emerging workforce demand, new job categories and education requirements. Findings from that survey were used to better focus the demand occupations list for the region.

Broward County's <u>Aerospace and Aviation</u> (Transportation) sector employs 24,958 workers with an 8.2% net projected growth rate by 2024. This includes such sector areas as Air Transportation and Support Activities for Transportation, including maintenance and production of related materials. More than one-third, 35%, of these jobs require a postsecondary degree or credential. Key sub-baccalaureate opportunities include Aircraft mechanics and Service technicians, Avionics Technicians. Projected long-term skills gap: customer service representatives, business operations specialists and assemblers.

The <u>Manufacturing</u> sector, including Logistics and Distribution employs 27,279 workers with a 2.3% net projected growth rate by 2024[1]. More than one fifth- of all jobs require a postsecondary degree or credential. Key sub-baccalaureate opportunities in Logistics and Distribution include: Heavy and tractor-trailer truck drivers, and aircraft mechanics and service technicians. Key Manufacturing sub-baccalaureate opportunities include: welders, machinists, and industrial machinery mechanics. Greatest projected long-term skills gaps include: wholesale and manufacturing sales agents and sales representatives, shipping, receiving, and traffic clerks, and maintenance and Repair Workers.

The <u>Information</u> sector includes all facets of technology and communication, employing 19,256 workers, with a projected growth of 4.2% by 2024. The sub category of data technology is predicted to have double that growth, 8% during the same time period. Florida is first in high-tech employment in the Southeastern U.S. and 4th overall, according to the annual analysis of the nation's tech industry released by CompTIA (2017), and industry research compiled by Enterprise Florida. Key sub-baccalaureate opportunities include: 3-D printing and office automation, with peripheral opportunities in advanced robotics, big data, and cloud computing proliferate. The greatest projected skill gaps include: advanced digital skills—including productivity digital skills (e.g., word processing), advanced digital skills (e.g., networking and design), and occupation-specific digital skills (e.g., AutoCAD). More importantly, information technology skills are not only important in "tech" jobs, but are increasingly integrated into

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[1] Florida Department of Economic Opportunity, Florida Jobs by Industry, Workforce Development Area 22-Broward County (2016).

occupations in all sectors; and research has shown that digital skills are increasingly a differentiating factor between entry-level and middle-skill jobs[2].

 Building the CORE is projected to create 1,000 highly qualified individuals across these three areas during the grant period, to fill the job openings anticipated within the next five years. It is expected that the *Building the CORE* program will achieve the following benefits through attainment of program goals. *Building the CORE* will:

- Serve 1,000 participants throughout Broward County, Florida during the grant period;
- Completion Rate – 85% will complete a training program;
- Addressing Skills Gap – 75% will obtain an industry certification, technical certification and/or college degree (Associate of Science, Associate of Arts or Bachelor of Applied Science degree);
- Job Placement Rate – 90% of the 85% of completers will be placed into work or a work-experience program (paid internship or apprenticeship);
- High-wage Jobs Wage Rate – the average wage on placements will be $12/hour or greater; and
- Job Retention Rate - 65% of those placed will stay employed for at least 120 days or longer in their trained field.
- Increase Employer Engagement – 10 new employers will be identified that will provide paid apprenticeships or sponsored tuition in targeted High Skill, High Wage occupations

2. Additional Information

A. Is this an expansion of an existing training program? If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

Program Expansion.

 Building the CORE represents an expansion and restructuring of existing training programs in place at BC. All three areas – Aviation, Advanced Manufacturing, and Information Technology are integral to multiple academic and career pathways. Bringing faculty and training together from multiple academic and career pathways to deliver training that offers multiple applications will demonstrate how multiple disciplines are interconnected. Creation of this focal point will enrich course content, increase the value of training for participants through certifications relevant to processes in multiple industries and broaden industry access to highly skilled workers.

 Building the CORE is an expansion of the BC-Urban League training model that was developed through the College's US Department of Labor, Trade Adjustment Assistance Community College Training (TAACCCT) grant – Leveraging, Integrating, Networking, and Coordinating Supplies (LINCS) national supply chain management education and certification program. A large success of the program was the outreach through the Urban League ensuring that target populations were made aware of the program and opportunities. The partnership enhanced the value of the program through outreach, case management, and job development services offered through the regional Urban Leagues through the nation. *Building the CORE* will leverage the existing the model, and expand the support system directly into the instructional program offering students enhanced on-site support to ensure their success. The structure of the program was discussed, above, in section 1 of this proposal.

 Aviation will be expanding the Emil Buehler Aviation Institute on South Campus/North Perry Airport, with the addition of training in the areas of fabrication and composites. In the Aviation cluster, which is limited to onsite instruction at the Aviation Institute, the Urban League of Broward County will provide support through marketing and recruitment and support participants with case management. Aviation maintenance and fabrication instruction will be conducted within the Emil Buehler Aviation Institute located in Pembroke Pines, Florida. Due to specialized equipment and Federal Aviation Administration requirements, the program will only offer face-to-face learning opportunities. The Institute

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[2] Burning Glass Technologies. 2015. Crunched by the Numbers: The Digital Skills Gap in the Workforce. Available at: http://burning-glass.com/wp-content/uploads/2015/06/Digital_Skills_Gap.pdf.

links BC's South Campus with North Perry Airport in Pembroke Pines. It is the only public facility in South Florida with direct access to an airport dedicated to the training of aviation professionals. The Institute will offer on-site training, through its 7,000 sq. ft. hangar to prepare students for aviation careers.

Advanced Manufacturing will address the need to increase technology-enabled production processes across all industries. The program will expand beyond the mechatronics program initiated in 2015, and the successful Supply Chain Management/Logistics program kicked off in 2013. This program model will provide participants with training and opportunities to earn industry certifications in eight key areas of manufacturing, warehousing, logistics and distribution that have been identified by the supply chain industry as vital to the nation's economy. Program materials for these certification are available through a digital portal as well as face to face. The ULBC will assist with training by providing participants with access to the materials at their location, and facilitate access to subject matter experts that will assist with training.

Information Technology will expand BC's involvement with Big Data Cloud Computing, Cybersecurity, Quality Improvement, and Project Management. As with Advanced manufacturing, Information Technology skill sets have become increasingly integrated in all economic sectors. Training that participants can earn, including those in Project Management and Cyber Security certifications, will benefit to multiple business sectors. BC will expand its existing computer lab resources to accommodate changes in technology competencies. The purchase of additional software site licenses and desk top and mobile computing hardware will allow students to attain specific certifications quickly, and articulate to certificates, associate degrees, and bachelor's degrees.

B. Does the proposal align with Florida's Targeted Industries? If yes, please indicate the targeted industries with which the proposal aligns. If no, with which industries does the proposal align?

Building the CORE will respond to the labor force shortages, skill gaps and employment trends by targeting workforce training for the following high-growth industries and those aligned with Florida's Targeted Occupations List for 2017. Building the CORE will focus on building skill sets in the key segments of the economy that represent the greatest opportunity for market growth and participant advancement. The skill sets will cross walk to multiple industries as identified by Enterprise Florida in its Targeted Industries for Incentives report (http://www.enterpriseflorida.com/wp-content/uploads/SI_Targeted_Industries.pdf).

Aviation and Aerospace (SOC Codes: 19, 43, 49, 51, and 53). Florida ranks second among states in this industry. According to Burning Glass Technologies, in the past year, Broward had a total of 24,244 job openings in this industry, a number that almost matches the number of individuals employed in the sector. Across the state, the sector represents .3% of the businesses in the state, but contributes 1.7% of the Gross State Product. The Consortium MSAs account for approximately 65% of all jobs statewide (Florida chamber 2017).

Manufacturing, including Logistics and Distributions (SOC Codes: 11, 13, 17, 41, 47, 49, 51, and 53). As a global leader in international business and trade, the State consistently ranks as one of the top ten for manufacturing and supply chain management, including aerospace products, boats, communication equipment, pharmaceuticals. According to Burning Glass Technologies, a total of 27,258 job vacancies were posted for Broward County over the past year. This sector represents 13% of the businesses, but 20% of the GSP in Florida. With 20 commercial airports and 15 deep water sea ports Florida is a key resources for moving the nation's goods, locally, nationally and internationally. Consortium MSAs Miami and Orlando are the two dominant sites for logistics and distribution. Although all states except Texas are predicted to have a decline in manufacturing non-durable goods in the next five years, Florida will have one of the lowest. With recent elimination of the tax on manufacturing machinery and equipment, the Florida Department of Economic Opportunity (FL DEO) is projecting a 2.3% increase in the next 7 years.

Information Technology (SOC Codes: 13, 15). Florida remains at the forefront of IT innovation disruptive technology, it is the nation's third largest tech industry. Burning Glass Technologies shows a total of 17,709 job postings in Broward County alone last year for in this industry. Increasing automation of routine tasks is changing the nature of work across all industries. The world economic forum estimates

that a third of core skills needed for employment in 2020 will be new skills. According to Burning Glass, 65% of job postings nationwide included a request for digital skills, including productivity skills, advanced skills or occupations specific skills.

C. Does the proposal align with an occupation on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? If yes, please indicate the occupations with which the proposal aligns. If no, with which occupation does the proposal align?

The three areas of focus in *Building the CORE*; Information Technology, Aviation and Aerospace and Advanced Manufacturing- including Logistics and Distribution, are well represented on the Florida Department of Economic Opportunity Regional Demand Occupations List. The biggest skills gap identified by employers were technical skills, followed by a lack of soft skills such as communication and leadership. A cross-sector gap exist for soft skills/workplace preparedness and hands-on experiences to improve technical skills, specifically in Information Technology. CompTIA (2015) reports that the top industry skills gap concerns are networks/ infrastructure, server/data center management, storage/data back-up, cybersecurity, database/information management and web design/development. In its Skills Gap in Manufacturing 2015 report, The Manufacturing Institute cited the top skills in demand as engineering, skilled trades, and production. These same skills gaps are aligned with the Statewide or Regional Demand Occupations List and are confirmed through the Consortium regions based on Burning Glass Technologies data. Finally, the need for trained workers in aviation maintenance is so severe that students are being hired right out of the classroom, before they have even completed their programs.

Following is a list of occupations (Regional Demand Occupations List – 2016-17 – Broward County Area 22) aligned to the Building the CORE training:

Aviation and Aerospace	Advanced Manufacturing and Supply Chain Management	Information Technology
Aircraft Mechanics and Service Technicians Commercial Pilots Sheet Metal Workers (related to Aircrafts) Welders, Cutters, Solderers, and Brazers (related to Aircrafts) Structural Iron and Steel Workers (related to Aircrafts)	Cargo and Freight Agents Crane and Tower Operators First-Line Supervisors of Material-Moving Vehicle Operators First-Line Supervisors of Production and Operations Workers General and Operations Managers (related to Manufacturing/Supply Chain Management) Industrial Machinery Mechanics Mobile Heavy Equipment Mechanics Operating Engineers Purchasing Agents	Computer and Information Systems Managers Computer Network Architects Computer Network Support Specialists Computer Programmers Computer Systems Analysts Computer User Support Specialists Database Administrators Information Security Analysts Market Research Analysts and Marketing Specialists (related to Data Specialization) Network and Computer Systems Architects and Admins. Software Developers, Application and Systems Software Web Developers

In addition, based on a local survey from Broward County's aviation industry partners, high growth is expected in Avionics Technicians. Local employers responding to the survey indicate that there is a shortage of qualified workers for existing vacancies and that additional job growth is anticipated.

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

The partnership with the ULBC represents a strategic effort to reach the targeted population. By delivering a significant segment of the training in the community, at the ULBC location, *Building the CORE* recruitment efforts will achieve broad representation of underrepresented groups. In Broward County, recruitment efforts will be focused on achieving parity with the county's racial and ethnic complexion, with 41% white, 27% Black and 27% Hispanic (U.S. Census. ACS, 2011-2015, 5-Year Estimates, Table B03002)

To increase the pipeline in critical shortage occupations, *Building the CORE* will promote and increase access by working within communities to offer computer-based online courses, face-to-face and blended learning opportunities. Specifically, in Information Technology and Advanced Manufacturing, courses will be offered through online instruction with facilitation by ULBC. To ensure persistence, *Building the CORE* will offer layers of support –BC will work with ULBC case managers to insure that all possible support is provided.

A trained and qualified BC faculty member will offer instruction using the approved curriculum. Courses will be facilitated onsite as well as via digital resources and on-line streaming will be available to students through BC's instructional platform, the Desire 2 Learn (D2L) portal, which facilitates on-line access to instructional resources. The use of on-line instruction and streaming whenever appropriate will improve student access to course content, and provide them with flexibility to access materials within the constraints of work and other time commitments. A qualified and experienced lab assistant with related background in the specific industry certification or education program will be on-site at each regional site to support student success. Research shows that students taking online courses require support beyond the classroom teacher, therefore, the *Building the CORE* program integrates these support systems within the instructional model for improved learning, with increased student engagement, interaction and completion rates.

E. Indicate the number of anticipated enrolled students and completers.

Through its unique model, *Building the CORE* through the Urban League partnership will serve a total of 700 individuals, with approximately 250 participants in Advanced Manufacturing and Information Technology plus and an additional 200 participants in Aviation and Aerospace through Broward College within five years. Of those participants, 85% will complete an instruction program, and of the completers 75% will obtain an industry certification, technical certificate, and/or degree program.

F. Indicate the length of the program (e.g.; quarters, semesters, weeks, etc.) including anticipated
Beginning Date: September 1, 2017. Ending Date: August 30, 2022.
The program will be implemented over a five-year period with each participant taking 12-18 months to complete training and earn certifications. Four cohorts will complete the program, with additional participants in process by the end of the grant period. Implementation will occur in three segments: Segment one- Months 1-4, Program Framework and Development; Segment two- Month 5 and on, Faculty development and participant recruitment, enrollment and completion, and Segment three- Months 7-60, Evaluation, which will be continuous, using both formative and summative measures (see attachment).

- Segment One- Start Up: During the first four months, the plan will be operationalized, with identification and orientation of staff, ramping up for and development of the certificate program. Simultaneously, required hardware (equipment) and software (simulation licenses) will be procured. At the end of the period, faculty charged with teaching certificate programs will be hired.
- Segment Two- Design and Implementation: The second segment of the program will overlap with the first segment and include faculty training, identification of industry partners and student recruitment and assessment, via existing workforce/employers and other community partnership activities. Students will be enrolled, assessed, and receive an individualized training and employment plan that matches their current skill sets and a specified course of training to help them

meet their desired employment goals. Student cohorts will include unemployed and under employed workers. Training sessions will include in class sessions that include simulation and hands-on activities. This training will develop the knowledge skills and abilities in participants necessary to acquire the nationally recognized industry certifications.

- Segment Three-Evaluation: During the third segment of the program implementation, Project evaluation will help pinpoint effective programs and those that can benefit from modifications in services to facilitate increased participant recruitment and application (formative) and actual success of the project in reaching its proposed objectives of student enrollment (summative). The framework that will be used to provide evaluation of *Building the CORE* services, and reporting outcomes of those services. In addition to performance evaluation, the following methods will be used to evaluate the project:
  - o Participant Evaluation: All participants will complete an evaluation form during enrollment and prior to program completion. The purpose of this evaluation is to determine whether participant expectations were met.
  - o Staff Evaluation: *Building the CORE* staff will meet with participants quarterly to provide feedback on achievement of academic, social and professional progress. They will provide suggestions on activities that can enhance achievement of IDP goals.
  - o External/Employer Evaluation: A focus group of employers will be convened annually to determine program strengths and weaknesses. Further, employers will be asked to evaluate workplace readiness of each program intern during and after placement.

Actual results in **achieving program objectives** will be measured through a summative evaluation process. The project will use the results of the summative evaluation for both internal and external purposes. Internal (*Building the CORE: ULBC and BC staff*) includes modifying the methods used for various activities to ensure the project meets its objectives, and for improving the efficiency of the project. External includes performance and fiscal accountability for the College and the Florida Department of Economic Opportunity (DEO).

	Strategy	Key Staff	Process	Outcome	Time
Start Up	1. Reassign personnel and hire new grant-funded staff	Project Director (PD), HR department	Follow standard HR process	Qualified staff ensures continued operations	10/17-12/17
	2. Formalize cross-functional committee to operationalize	PD	Recruit team members, finalize timelines	Teams established; meeting schedule completed	10/17-1/18
	3. Finalist negotiations with ULBC	PD, Legal Services, Procurement	Meeting to review deliverables	Contract finalized and approved	10/17-11/17
	4. Recruit and appoint Industry Advisory Committee (AC)	PD, ULBC	Formalize AC scope and roles	AC membership procedures, schedule set	10/17-1/18
	5. Collect baseline data; if needed, revise evaluation plan	PD and IR Depart. (IR)	Work with IR to collect data that meet DEO standards	Baseline data finalized; plan meets IR and DEO standards	10/17-3/18

Building the CORE **Implementation Timetable** *(5 year Grant Period: October 1-September 30)*

	Strategy	Key Staff	Process	Outcome	Time
	Building the CORE Implementation Timetable *(5 year Grant Period: October 1-September 30)*				
	6. Identify lead faculty and Key ULBC support staff	PD, ULBC Academic Deans	Identify outcomes	Lead faculty and support staff are trained in desired project outcomes	12/17-3/18
	7. Begin Outreach and Recruitment	ULBC and Program faculty.	Follow standard process for assessment, advising and enrollment	First cohorts in each discipline scheduled	10/17-ongoing
	8. Install Assessment software and access to LMS platform in ULBC computer lab	BC and ULBC IT staff	Installation of Software Application(s)	ULBC is capable of completing participant assessment and delivering courseware (in Adv. Manufacturing, IT)	11/17-12/17
	9. Begin Program	BC Faculty and ULBC staff	Instruction process	Program participants begin earning certificates	1/18-9/22
Design And Implementation	10. Begin Renovations on Classrooms	BC Facilities and contractors	Follow standard process for facility renovation	Program will be enhanced by additional instructional resources	1/18-9/18
	11. Develop interactive support activities for participants	ULBC and Academic Deans	Case Management and Intrusive Advising	Activities and access to community support services will improve student learning outcomes	1/18-4/18
	12. Conduct student satisfaction survey (CCSSE) and compile data	IR	Follow standard procedures	Student perceptions of project impact are documented	4/18-9/22
	13. Collect data and evaluate against program targets	PD, SA, IR	Data analyzed and reported in meaningful manner	Results documents, formative and summative evaluations completed	1/19-By Semester
	14. Revise instruction and student support to address specific gaps in learning outcomes	PD, Lead Faculty, AC	Design new and enhanced programs and services based on data.	New programs and services & new approaches developed	10/17-9/22)

Building the CORE Implementation Timetable *(5 year Grant Period: October 1-September 30)*				
	Strategy	**Key Staff**	**Process**	**Outcome**	**Time**
Evaluate	15. Evaluate impact of streamlined Outreach/Recruitment, Support activities Student Engagement	PD, IR, Lead Faculty, ULBC	Feedback solicited; Data analyzed and compared with outcomes & benchmarks	Outputs & Outcomes used to inform others; Plan for sustainability established	6/18-9/18(on going)
	16. Conduct Summative evaluation; Sustain program	PD, ULBC	Follow program evaluation process	Summative report prepared following evaluation of project	3/22-9/22

G. Describe the plan to support the sustainability of the proposal.

Grant funds will be used to realign the framework for delivery of training and certifications. Because the program is based on demonstrated industry demand, once the structure is established and training created to prepare workers for specific certifications, the program will sustain itself through industry demand and participant enrollment. Further, for workers who are seeking to renter the workforce, BC will work with the local workforce development board, CareerSource Broward, to register the specific training programs for WIOA reimbursement each community to enable participants to secure the training at no cost.

H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) if applicable.

Certifications and Degree options are listed above. CIP Codes for these fields are as Follows:

Aviation and Aerospace	**Advanced Manufacturing/ Supply Chain**	**Information Technology**
TC Airport Management – 0649010405; AS Aviation Administration – 1649010403;

TC Commercial Flight Operations – 0649010202 ; AS Professional Pilot Technology – 1643010200;

VC Aircraft Airframe Mechanics – 0647060703; VC Aircraft Powerplant Mechanics – 0647060801; TC Avionics – 0615030309; AS Aviation Maintenance Management – 1643010401; BS Aerospace Sciences – 1649010200; | TC Logistics & Transportation Specialist – 0652020901; AS Supply Chain Management Operations – 1652020901; BAS Supply Chain Management – 1105202031; General and Operations Managers-44.0401; Wholesale and Retail Buyers, Except Farm Products-52.0905; Logistician-52.0203; Manufacturing Production Technician-15.0000; Electrical Engineering Technician-15.000; Electro-MechanicalTechnician-15.000; Industrial Engineering Technician-15.000; Mechanical Engineering Technician-15.000; First-Line Supervisors of Retail Sales Workers-52.9999; | 11.1005 - Technology Project Management;11.1005 Project Management; 11.0101 Network Systems Technology; 11.0101 Network Infrastructure; 11.0101 Network Server Administration; 11.0101 Cloud Virtualization; 11.0201 Computer Programming and Analysis; 11.0201 Computer Programming Specialist; 11.0201 Computer Programmer; 11.1099 Technology Management |

TC Engineering Technology Support – 0615000007; TC Electronics Aide – 0615030313; TC Alternative Energy Systems – 0615050303; TC CNC Machinist – 0615000015; AS Engineering Technology – 1615000001; AS Industrial Management Technology - 1652020501	First-Line Supervisors of Non-Retail Sales Workers-52.9999; Sales Representatives, Wholesale & Mfg, Tech. & Sci. Prod.- 52.9999; Sales Representatives, Wholesale & Manufacturing-52.9999; Operating Engineers/Construction Equipment Operators-49.0202; Electricians- 46.0302; Plumbers, Pipefitters, Steamfitters-46.0502; Sheet Metal Workers-48.0506; First-Line Superv. of Mechanics, Installers, and Repairers-52.0205; Industrial Machinery Mecahnics-47.0399; Electrical Power-Ling Installers and Repairers-46.0301; Machinists-48.0503; Welders, Cutters, Solderers and Brazers-48-0508; Forst Line Superv. Of Ptoduction and Operating Workers-52.0205; First Line Superv. Of Material-Moving Vehicle Operators-52.0209	

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

Additional resources have been identified to support creation of *Building the CORE*. They are shown below by Pathway areas.

ADVANCED MANUFACTURING-

Broward College: will provide **$573,763** in in-kind grant matching services

- Facilities for training and project development on BC's main campuses
- Content and certification training for CNC operators underwritten by a $440,000 grant from JP Morgan Chase.
- Faculty mentors and academic advising of students for incorporating program components into academic/course maps to encompass designated entry level courses in graduation requirements.
- Certification of student completion of training and technical certificate programs
- Administrative support and use of office and equipment including a desk top computer, copier and internet access.
- Program Orientation for BUILDING THE CORE students
- Professional Development for Faculty via online and face-to-face training.

Community Partners: Local manufacturing businesses will provide an in-kind grant match totaling **$285,000** in resources and services during the grant period (five years). This assistance will include but not be limited to:

- Serving as Subject Matter Experts (SMEs), advising Manufacturing Pathway Faculty about Best Practices
- Classroom Speakers
- Resume Reviews

- Mock Interviewers
- Quarterly tours of area production and design facilities
- Student Internships, Apprenticeship, Job Shadowing
- Serving as Advisory Board Members and Mentors to faculty and students

AVIATION AND AEROSPACE-
Broward College: The College has committed to investing additional resources into program expansion. During the next two years, BC will be leasing additional hangar space at an average annual cost of $350,000, to provide instructional space for the Emil Buehler Aviation Institute programs. This totals **$700,000** in in-kind resources that are dedicated to the program.

Community Partners: Broward College has securing a generous gift of **$1.3 Million** from the **Emil Buehler Perpetual Trust** to support classroom renovation. This commitment will enable the college to expand hangar space and provide the students with access to additional resources and simulation experiences.
Local aviation and aerospace oriented businesses will also support the program with an additional in-kind grant match totaling **$95,000** in resources and services during the grant period (five years). This assistance will include but not be limited to:
- Serving as Subject Matter Experts (SMEs), advising Manufacturing Pathway Faculty about Best Practices
- Classroom Speakers
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- Mock Interviewers
- Quarterly tours of area production and design facilities
- Student Internships, Apprenticeship, Job Shadowing
- Serving as Advisory Board Members and Mentors to faculty and students

Additional funding **$350,000** has been committed by the JP Morgan Chase Global Philanthropy Fund for the Aviation Maintenance Program, increasing program capacity by 25% (50 students). This grant will make it possible for 50 students to earn two certifications, over a five semesters, that are required for employment as aviation mechanics. Funds will support:
- Two faculty positions for two years
- Materials required for training and skill development
- A recruitment program targeted to middle and high school students

Information Technology-
Broward College: Broward College was awarded a **$200,000** developmental grant from the National Science Foundation. This grant will provide mentoring to faculty and guidance for the development of a program of studies in Big Data Analytics and related fields.

Community Partners: Local technology-related businesses will provide an in-kind grant match totaling **$285,000** in resources and services during the grant period (five years). This assistance will include but not be limited to:
- Serving as Subject Matter Experts (SMEs), advising the STEM Pathway Faculty about Best Practices
- Classroom Speakers
- Resume Reviews
- Mock Interviewers
- Quarterly tours of area programming and design facilities
- Student Internships, Apprenticeship, Job Shadowing
- Serving as Advisory Board Members and Mentors to faculty and students

In total, these in-kind resources are estimated at a value of $3,788,763 over a five-year period.

J. Provide any additional information or attachments to be considered for the proposal.
Please see the following attachments:
- History of Advanced Manufacturing at Broward College; History of Aviation at Broward College; the Partnership between the Urban League(s) and Broward College.
- Career Ladders
- Budget Sheets

4. Approvals and Authority

A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g.; approval of a board commission or council)?
Broward College policy is that all agreements must undergo a legal review before agreements can be authorized. Once legal review is complete, contracts may be executed. For agreements in excess of $325,000, a vote of the Broward College Board of District Trustees is also required.

B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:
    i. Provide the schedule for upcoming meetings for the group for a period of at least six months.
September 26, 2017; October 24, 2017; December 12, 2017; January 23, 2018, February 27, 2018.
    ii. State whether that group can hold special meetings, and if so, upon how many days' notice.
The District Board of Trustees can hold special meetings with a legal notice published 7 days in advance of the meeting.

C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. 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.

Building the CORE Budget Narrative Total Request: $ 6,574,412			
Budget Items	**Percent**	**Months**	**Request**
EQUIPMENT: Funds for Classroom Renovations, Equipment Purchases and Computers			
Advanced Manufacturing (Total)			$50,000
Aviation (Total)			$55,000
Information Technology (Total)			$112,200
		Total Equipment	**$217,200**
PERSONNEL SALARIES: Funds are requested for 3 full-time faculty, 2 in year 1 and 1 in year 3, stipends for 6 faculty to develop materials, A Building the CORE Project Coordinator and an Employer Relationships Manager. The salaries are within the ranges established by BC's Human Resources job classification system.			
3 FT Faculty (Total) with 3% escalation	100%	12	$891,096
6 Faculty Supplements (Total) with 3% escalation	100%	12	$73,266
Building the CORE Project Coordinator	100%	12	$345,093
Employer Relationships Manager	100%	12	$292,002
		Total Salaries	**$1,601,457**
PERSONNEL FRINGE BENEFITS: BC has a comprehensive fringe benefit package for full-time personnel based on a rate of 15.92% of base salary, plus fixed costs of $9,720. The full benefit package includes Dental, Disability, Florida Retirement, Health, Life, Medicare insurance as well as the required payment into the Social Security system. The fringe benefit rate for hourly and part-time employees is 15.92%.			
Fringe Benefits for 3 FT Faculty, Project Coordinator, Employer Relationships Manager and 6 Faculty Supplements (Total)			
		Total Fringe Benefits	$488,409
		Total Personnel Salary and Benefits	**$2,089,866**
FACILITIES: Funds are requested to renovate classrooms and lab space to facilitate increased training capacity.			
Advanced Manufacturing (Total)			$55,000
Aviation (Total)			$750,000
Information Technology (Total)			$60,500
		Total Facilities	**$865,000**
TUITION: Funding of preparation materials and vouchers for students @ approximately $500 per participant, averaging three certifications.			
Advanced Manufacturing (Total)			$500,000
Aviation (Total)			$500,000
Information Technology (Total)			$500,000
		Total Tuition	**$1,500,000**
TRAINING MATERIALS: Materials for Participants to prepare for certification exams and coursework			
		Total Training Materials	**$75,000**
OTHER: Assessment Tool: Purchase of an assessment tool site licenses to measure participant readiness and to give credit for prior experience, staff mileage and **Contractual:** Funds are requested for subcontracting outreach, case management and facilitators for online instruction to the Urban League of Broward County.			
Assessment Tool Site License			$78,000
Staff mileage across Target Area – 445 cents x 1000 miles/year (Total)			$2,225
ULBC Staffing (Salary and Fringe) for Project Coordinator, Case Manager			$590,478
Urban League Program Costs (Facilitation of online instruction, course resources, mileage, maintenance)			$111,210
		Total Other	**$781,913**
		Sub Total	$5,529,479
Indirect Costs (50% of total Salary and Fringe)			$1,044,933
TOTAL REQUEST			**$ 6,574,412**

Florida Job Growth Grant Fund Workforce Training Grant Proposal

Local Matching Funds

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

Additional resources have been identified to support creation of *Building the CORE.* They are shown below by Pathway areas.

ADVANCED MANUFACTURING-

Broward College: will provide **$573,763** in in-kind grant matching services
- Facilities for training and project development on BC's main campuses
- Content and certification training for CNC operators underwritten by a $440,000 grant from JP Morgan Chase.
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- Certification of student completion of training and technical certificate programs
- Administrative support and use of office and equipment including a desk top computer, copier and internet access.
- Program Orientation for BUILDING THE CORE students
- Professional Development for Faculty via online and face-to-face training.

Community Partners: Local manufacturing businesses will provide an in-kind grant match totaling **$285,000** in resources and services during the grant period (five years). This assistance will include but not be limited to:
- Serving as Subject Matter Experts (SMEs), advising Manufacturing Pathway Faculty about Best Practices
- Classroom Speakers
- Resume Reviews
- Mock Interviewers
- Quarterly tours of area production and design facilities
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- Serving as Advisory Board Members and Mentors to faculty and students

AVIATION AND AEROSPACE-

Broward College: The College has committed to investing additional resources into program expansion. During the next two years, BC will be leasing additional hangar space at an average annual cost of $350,000, to provide instructional space for the Emil Buehler Aviation Institute programs. This totals **$700,000** in in-kind resources that are dedicated to the program.

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Local aviation and aerospace oriented businesses will also support the program with an additional in-kind grant match totaling **$95,000** in resources and services during the grant period (five years). This assistance will include but not be limited to:
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- Serving as Advisory Board Members and Mentors to faculty and students

In total, these in-kind resources are estimated at a value of $3,788,763 over a five-year period.

August 4, 2017

David Armstrong
President & CEO
Broward College
225 E. Las Olas Blvd.
Fort Lauderdale, FL 33301

Dear President Armstrong,

We are pleased to support Broward College's application for the Department of Economic Opportunity Growth Fund. As a long time partner of Broward College, we are certain that an investment in the College will yield a high return back to the Broward County community. Broward College is poised to provide short and long term certifications in the areas of Aviation, Supply Chain Education and Technology to create a ready workforce that can take advantage of the middle skill, high paying targeted occupations in our market.

The Urban League of Broward County is a not-for-profit human service agency that has operated in Broward County for over 40 years. We specialize in connecting with hard to reach populations who are unemployed, underemployed, and displaced to ensure that they have access to employability skills, academic remediation, on-the-job training, certification and job placement opportunities. While the work can be arduous, a strong partnership allows ULBC to actively engage members of the community to take advantage of the job opportunities on the horizon.

Most recently the Urban League of Broward County and Broward College jointly prepared 180 South Florida residents for supply chain jobs in the market. Through this effort, 117 unique certifications in the areas of Supply Chain Management, Manufacturing, Demand Planning, Customer Service, Transportation, Procurement and Warehousing were earned. It is our sincere desire to continue ensuring job opportunities that pay a living wage for individuals in families in our community.

An investment in Broward College's application, is truly an investment our community. The results will be evidenced by the employers who choose to stay in South Florida as they have a pipeline of ready people in the market who can fill open positions and respond to the service needs of residents. We fully support this application and look forward to the opportunity to work together. Should you have any questions, please feel free to contact me at gsbaugh@ulbcfl.org or 954-625-2502.

Sincerely,

Germaine Smith Baugh
President & CEO

August 08, 2017

J. David Armstrong, Jr.
President, Broward College
111 East Las Olas Boulevard
Fort Lauderdale, FL 33301

Dear President Armstrong;

The Broward Workforce Development Board/Career Source Broward is pleased to partner with Broward College on the *Broward College* Building the CORE Florida Job Growth Grant Fund Workforce Training Grant Proposal. This program will complement CareerSource Broward's efforts to place highly qualified workers into industry sectors experiencing levels of high growth.

The proposal to create needed workforce training for students pursuing jobs in advanced manufacturing, aviation and aerospace and information technology, and would be a significant step forward in allowing us to continue to increase the number of jobs located in Broward County.

As part of our collaboration we will provide:
- Assist program staff in identifying potential employer partners.
- Promotion of the program to CareerSource Broward Clients.
- Participation in job readiness activities such as resume reviews and mock interviiews.

We look forward to working with you on this program to enhance the pitch skills of Start-Up Now and other participants.

Sincerely,

Mason C. Jackson
President/CEO
CareerSource Broward

6301 NW 5th Way, Suite 3000
Fort Lauderdale, FL 33309
p: 954.202.3830 | f: 954.202.3620
www.careersourcebroward.com

An equal opportunity employer program. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers on this document may be reached by persons using TTY/TDD equipment via the Florida Relay Service at 711

110 East Broward Blvd.
Suite 1990
Fort Lauderdale, FL 33301

954.524.3113 | local
954.524.3167 | fax
800.741.1420 | toll free

July 25, 2017

J. David Armstrong, Jr.
President
Broward College
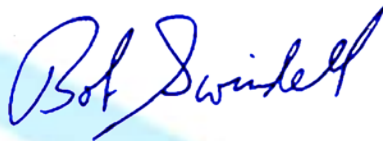111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

The Greater Fort Lauderdale Alliance, Broward County's Economic Development Partnership, is pleased to support Broward College's efforts to seek funding from the Governor's $85 Million Florida Job Growth Grant Fund. The proposal to create workforce training for students pursuing jobs in advanced manufacturing would be a significant step forward in allowing us to continue to increase the number of manufacturing companies and jobs located in Broward County.

We are pleased to be your partners in this effort.

With warm personal regards, I am

Sincerely,

Bob Swindell, President and CEO

110 East Broward Blvd.
Suite 1990
Fort Lauderdale, FL 33301

954.524.3113 | local
954.524.3167 | fax
800.741.1420 | toll free

July 25, 2017

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

The Greater Fort Lauderdale Alliance, Broward County's Economic Development Partnership, is pleased to support Broward College's efforts to seek funding from the Governor's $85 Million Florida Job Growth Grant Fund. The proposal to create workforce training for students pursuing jobs in aviation would be a significant step forward in allowing us to continue to increase the number of aviation companies and jobs located in Broward County.

We are pleased to be your partners in this effort.

With warm personal regards, I am

Sincerely,

Bob Swindell, President and CEO

110 East Broward Blvd.
Suite 1990
Fort Lauderdale, FL 33301

954.524.3113 | local
954.524.3167 | fax
800.741.1420 | toll free

July 25, 2017

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

The Greater Fort Lauderdale Alliance, Broward County's Economic Development Partnership, is pleased to support Broward College's efforts to seek funding from the Governor's $85 Million Florida Job Growth Grant Fund. The proposal to create workforce training for students pursuing jobs in IT would be a significant step forward in allowing us to continue to increase the number of IT companies and jobs located in Broward County.

We are pleased to be your partners in this effort.

With warm personal regards, I am

Sincerely,

Bob Swindell, President and CEO

August 8, 2017

To Whom It May Concern:

I am writing on behalf of Code Explorers, Inc. to offer our full support for the Broward College *Building the CORE* Job Training Proposal.

By the end of 2017, the Tri-County area is expected to expand its need for highly qualified Information Technology (IT) workforce. *Building the CORE* will enable Broward College to update IT equipment and lab facilities on Central Campus, increasing the college's ability to train an additional 200-300 students. This grant will provide BC's students with access to state-of-the-art facilities and equipment that can keep up with the evolving IT field, and receive support for earning technical certificates, industry certifications and advance in their pursuit of academic degrees.

Building the CORE provides a clear bridge between education and a workforce with immediate needs and increasing the capacity of students who will enter these growing industries. These students will become the future professionals who will help maintain our community's competitiveness in an ever-expanding global market.

Broward College is a valued partner that continues to meet our workforce needs. As a representative for our community, you have the capacity to ensure Information Technology sector in our state continues to thrive by funding Broward College's *Building the CORE* proposal.

Thank you for the opportunity to support the economic development of our county and state.

Respectfully yours,
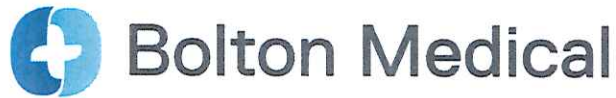
Maria C de Pena, MS
President

August 4, 2017

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd. Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong:

On behalf of our company, Roscioli Yachting Center, Inc., I am pleased to support Broward College's efforts to seek funding for advanced manufacturing and fabrication. Our company is one of the beneficiaries of this training, and hence, it is important that we continue to develop the workforce in this industry and create a pipeline of skilled talent.

Sincerely,

ROSCIOLI YACHTING CENTER, INC.

Sharon Roscioli
Secretary/Treasurer

SR:cw

LAUDERDALE MARINE CENTER

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

On behalf of my company, Lauderdale Marine Center, I am pleased to support Broward College's efforts to seek funding for training in our industry. Our company is one of many in Broward County that are prospering here because of the workforce in advanced manufacturing. It is important that we continue to develop the workforce in this industry and continue to create the pipeline of talent.

Sincerely,

Jennifer Lang
Operations Director
Lauderdale Marine Center
954.713.0340

Bolton Medical

July 27, 2017

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

On behalf of my company, Bolton Medical, Inc., I am pleased to support Broward College's efforts to seek funding for training in the Life Sciences industry. Our company is one of many in Broward County that are prospering because of the available workforce.

It is of significant importance we continue to develop our local workforce to support the Life Sciences/Healthcare sector.

If there is anything that our company can assist with in this effort, please do not hesitate to contact me at 954-626-5133.

Sincerely,

Donna Bean
Vice President, Human Resources

boardroomPR

J. David Armstrong, Jr.
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Armstrong,

On behalf of my company, Boardroom Communications, Inc., I am pleased to support Broward College's efforts to seek funding for training in the aviation industry.

Our company is one of many in Broward County that are prospering here because of the aviation workforce. It is important that we continue to develop the workforce in this industry.

Sincerely,

Don Silver, COO
Boardroom Communications, Inc.

Broward College: Building the Core
The History of Advanced Manufacturing, Aviation and Information Technology Training at Broward College

Advanced Manufacturing. BC is a founding member of Florida TRADE, a consortium of 12 Florida colleges involved in developing and delivering advanced manufacturing training, including high-tech manufacturing jobs such as machinists and technicians in various high-tech manufacturing sectors.

Based on industry input, training was developed targeting industry certification to fill some of the top jobs facing a critical shortages across Florida. In 2015, Broward College developed a certification and college credit program for Computerized Numerical Control (CNC) Machine Operators that meets the need of the manufacturing industry in South Florida. In modern CNC systems, end-to-end component design is highly automated using computer-aided design (CAD) and computer-aided manufacturing (CAM) programs. These programs produce computer files that extract and deliver commands needed to operate specified machines for production. CNC is only one of the advanced manufacturing process factors involved in production. Additional skilled training is needed.

Working with the Greater Fort Lauderdale Alliance and its industry partners, BC has identified and targeted additional industry needs. Using state and regional economic data and labor market information, the college has identified potential growth industries, projected worker demand, high-demand occupations and cross-cutting skill requirements.

Based on experience, and success achieved with CNC certification, BC's model training program will support high-demand occupations and connect progressive levels of education, training, support services and credentials.

As part of the training, participants gain real-world experiences by working with employer partners, receiving exposure to industry challenges, Job-shadowing, on-the-job training and pre-apprentice opportunities for students and externships for faculty. These activities are designed to naturally flow into employment of participants as they complete training and certification.

Program participants are identified as low income if the highest level of education achieved is high school, if they are minority, and/or if they are speakers of languages in the home other than English. Broward County 2017 census estimates identified 62.6% of all residents as White, but only 40.4% of Whites as non-Hispanic, and 26.9% of the population are African American (ACS 2015). More than one third, 38.9%, speak a language beside English in the home, and less than a third of residents, 30.8% have completed a college education. Broward County is home to the sixth largest school district in the nation, with 65% of all students come from low-income families as identified by eligibility for free or reduced lunch.

Broward College has a history of serving a high minority and low-income individuals and is designated as a Hispanic Serving Institution by the U.S. Department of Education. In 2017, BC was recognized as one of the top three colleges in the nation by the Aspen Institute for its work with this population.

Aviation. Broward College's Aviation program took flight in 1966 through the generosity of Mr. Emil Buehler with the donation of two Piper Colt airplanes and the use of his offices and hangar at the Fort Lauderdale Executive Airport. BC's president, Dr. Joe Rushing, and his wife Elaine, used stick on letters to add the college's name to the side of the planes.

Today, Broward College is recognized as one of the nation's leading educational aviation programs. Current enrollment is 579, with more than 2,000 graduates. BC's Aviation Institution is headquartered on

the college's Judson A. Samuels South Campus, at the northwest edge of North Perry Airport in Pembroke Pines. Students are enrolled in:

- Professional Pilot Technology Associate of Science
- Aviation Operations Associate of Science
- Airport Operations Management Associate of Science
- Air Traffic Control Associate of Applied Science
- Aviation Maintenance Management Associate of Science
- Airport Management, Avionics Vocational, Aircraft Airframe Mechanic, Aircraft Power Plan Mechanic and Commercial Light Operations certificate programs.

Facing rapid growth, the institute has expanded by locating various components of its education programs on two sites throughout the region. Current and projected demands for skilled aviation professionals call for increased enrollments. The Aviation Maintenance program alone has a waiting list of 200 qualified students; with space limitations preventing program growth.

Due to the demand for these high-skilled, high wage jobs, Broward College plans to expand the Aviation Maintenance program by 51% over the next five years. To accommodate this growth, the college has leased space on the south end of Perry Airport at a cost of $350,000 per year. In 2021, the college can opt out of the leave and move the program back to campus, saving hundreds of thousands of dollars each year.

The Emil Buehler Perpetual Trust has made a commitment to achieving this reality, by committing to a gift of $1.3 million, payable over a period of three tears beginning in November 2018, and fulfilling the commitment in November 2020. BY that date, the Institute will include enrollment of 1,050, including a bachelor's program in Aerospace Science and all aviation programs will be centralized on BC's South Campus.

Aviation Institute at Broward College- Timeline			
Aerospace Science Program	**Aviation Administration Program**	**Aviation Maintenance Program**	**Professional Pilot Program**
Seek approval to launch first class with 100 students	Increase program from 80 to 150 students; Relocate Air Traffic Control to South Campus; Increase Air Traffic Control from 150- to 200 students	Increase from 199 to 500 students	Increase from 150 to 200 students

Information Technology. Broward College is the only college that offers a competency-based degree program in Information Technology. An early adopted of competency based education, BC was awarded a U.S. Department of Labor grant to develop this program in 2012. The program offers adult learners technology-enabled, stackable, latticed career pathways, leading to credentials with marketplace value and jobs within two years of entry. The program has revolutionized educational delivery, accelerating credential attainment for eligible workers, including veterans, by translating traditional seat-based programs into ones in which students earn certifications, certificates and degrees through demonstration of knowledge, skills and abilities, as defined by industry.

BROWARD COLLEGE www.broward.edu	**Title: General Powers, Duties, and Responsibilities of the President**	**Number:** 6Hx2-2.01
	Legal Authority: *Fla. Statutes* 1001.65; 1012.855 *Fla. St. Bd. of Ed. Admin. Rules* 6A-14.0261; 6A-14.0262	**Page:** Page 1 of 4

General Powers. In accordance with *Florida Administrative Code,* Chapter 6A-14.0261, the President shall:

1. Exercise general oversight of the College to determine needs and recommended improvements.

2. Advise and counsel the Board of Trustees and recommend Board action.

3. Recommend and enforce rules of the Board of Trustees.

4. Recommend and enforce minimum standards for the operation of College programs and for student completion of instructional programs.

5. Perform duties and exercise responsibilities assigned by law, by rules of the State Board of Education, and by the Board of Trustees.

6. Delegate authority necessary to insure that laws and rules are executed efficiently.

Duties and Responsibilities. In accordance with *Florida Administrative Code*, Chapter 6A-14.0262, the President shall:

1. Advise and counsel the Board of Trustees and seek the advice and counsel of the Board. Recommendations, nominations, proposals, and reports to the Board from the President shall be recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the Board. In the absence of such record, the recommendations, nominations, proposals, and reports shall be presumed consistent with action by the Board.

2. Attend, but not vote at, all meetings of the Board of Trustees except when on authorized leave or when excused for official travel.

3. Keep minutes of all official actions and proceedings of the Board of Trustees and keep such other records, including records of property held or disposed of by the Board, as may be necessary to provide complete information regarding the College.

4. Act for the Board of Trustees as custodian of all College property. Recommend plans for contracting, receiving, purchasing, acquiring through condemnation, leasing, selling, holding, transmitting, and conveying title to real and personal property. Recommend plans for holding in trust and administering real and personal property, money, and other things of value, granted, conveyed, devised, or bequeathed for the benefit of the College.

5. Recommend to the Board of Trustees a long-term program concerned with the location and development of College buildings, transportation, personnel, instruction, and other educational

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History: *Revised on March 19, 1991; revised, combined with Policy 2.18 (Legislation), and re-numbered on May 21, 1997; revised February 26, 2013*

Approved by the Board of Trustees	**Date** 2/26/2013	**President's Signature**	**Date** 2/26/2013

Title: General Powers, Duties, and Responsibilities of the President	Number: 6Hx2-2.01
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features involving the interest and welfare of the students and citizens of the district over a period of years. Recommend to the Board an annual program concerned with the budget, sites to be purchased, buildings to be constructed, personnel, instruction, and all other phases of the College program developed in harmony and conformity with the long-term program.

6. Recommend to the Board of Trustees the establishment, organization, and operation of programs, classes, and services, including but not limited to: holidays and vacation periods; plans and procedures for cooperating with other colleges and agencies; and plans for the establishment, maintenance, and operation of a food service program.

7. Be responsible for College personnel and:

   - Recommend to the Board of Trustees positions to be filled, minimum qualifications required for each position, and persons to fill the positions.
   - Recommend to the Board a salary schedule or schedules for paying employees.
   - Recommend to the Board terms of employee contracts and prepare such contracts as are approved.
   - Recommend to the Board the transfer of employees. During emergencies, transfer employees as necessary and report the transfers to the Board at its next regular meeting.
   - Recommend to the Board the suspension of employees. During emergencies, suspend employees until the end of the day of the next regular or special meeting of the Board. Notify the Board immediately of such suspension. When authorized, notify suspended employees of the charges and the date of hearing. Dismiss employees according to law, rule, and Board policy.
   - Direct the work of and provide leadership for the improvement of employees.
   - Provide for the supervision and improvement of instruction.
   - Designate an administrator to act for the President during the temporary absence or incapacity of the President and during emergencies.

8. Recommend to the Board of Trustees rules to account for students, including admission, classification, attendance, control, discipline, promotion, suspension, expulsion, and graduation.

9. Provide for the development and improvement of instructional programs.

10. Be responsible for the College plant:

   - Recommend to the Board of Trustees a physical facilities acquisition and utilization program.

History: *Revised on March 19, 1991; revised, combined with Policy 2.18 (Legislation), and re-numbered on May 21, 1997; revised February 26, 2013*

Approved by the Board of Trustees	Date 2/26/2013	President's Signature	Date 2/26/2013

- Recommend to the Board physical facilities alterations, repairs, plans, specifications, furnishings, and equipment.
- Provide for the maintenance of the plant and grounds, assuring safety and sanitation.
- Recommend to the Board adequate insurance coverage of College property.
- Recommend to the Board the condemnation and removal of buildings when appropriate.

11. Be responsible for administration of financial matters and:

- Determine the funds necessary to operate the College;
- Propose to the Board of Trustees an annual budget. After action by the Board, submit the budget to the Division of Community Colleges.
- Recommend to the Board the borrowing of money when necessary.
- Maintain accurate records of all financial transactions as prescribed by the Division of Community Colleges.
- Submit financial reports to the Division of Community Colleges as required with copies to the Board.
- Bond employees as provided by law and Board rules.
- Recommend to the Board the terms, conditions, and specifications for contracts for supplies, materials, and services, including audits. See that materials, supplies, and services are provided according to contract.

12. Submit reports to the Division of Community Colleges as required.

13. Enforce laws, rules of the State Board of Education, and policies of the Board of Trustees.

14. Attend meetings of presidents called or scheduled by the Division of Community Colleges and participate in professional and general development activities.

15. Leave with the Board of Trustees and make available to the successor a complete inventory of College property, together with all official records and such other records as may be needed in supervising instruction and administering the College.

16. Have or designate custody of the College seal and authenticate true copies of decisions, acts, and documents when required by law, rules of the State Board of Education, or policies of the Board of Trustees.

17. Cause complete and accurate records of absences of College personnel to be kept. Records shall include exact date(s) and the nature of the cause of absences.

History: *Revised on March 19, 1991; revised, combined with Policy 2.18 (Legislation), and re-numbered on May 21, 1997;revised February 26, 2013*

Approved by the Board of Trustees	**Date** 2/26/2013	**President's Signature**	**Date** 2/26/2013

BROWARD COLLEGE www.broward.edu	**Title: General Powers, Duties, and Responsibilities of the President**	**Number:** 6Hx2-2.01
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Legislation. The President shall recommend to the Board of Trustees an annual legislative program which will identify areas of concern to the College. Upon adoption by the Board, the legislative program will be the primary guide for the legislative efforts of the Board, the President, and his/her representatives. The President and his/her representative(s) are authorized to deal directly with various legislative bodies and individual legislators in areas of concern to the College. The office of the President will coordinate the legislative efforts of the College and confer with appropriate staff regarding local political issues that pertain to the welfare of the College.

History: *Revised on March 19, 1991; revised, combined with Policy 2.18 (Legislation), and re-numbered on May 21, 1997; revised February 26, 2013*

Approved by the Board of Trustees	**Date** 2/26/2013	**President's Signature**	**Date** 2/26/2013