



2019-2020 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. If additional space is needed, attach a word document with your entire answer.

Entity Information

Name of Entity: _____

Federal Employer Identification Number (if applicable): XXXXXXXXXX _____

Primary Contact Name: _____

Title: _____

Mailing Address: _____

Phone Number: _____

Email: _____

Secondary Contact Name: _____

Title: _____

Phone Number: _____

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:

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

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.

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

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

D. Describe how this proposal supports a program(s) that is offered to the public?

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

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 program completers 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.
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2. Additional Information:

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

- 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.
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- B.** Does the proposal align with Florida’s Targeted Industries? Yes No
 ([View Florida’s Targeted Industries here.](#))
 If yes, please indicate the specific targeted industries with which the proposal aligns.
 If no, with which industries does the proposal align?
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- C.** Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/ or the Regional Demand Occupations List? Yes No
 ([View Florida’s Demand Occupations Lists here.](#))
 If yes, please indicate the specific occupation(s) with which the proposal aligns.
 If no, with which occupation does the proposal align?
-

- 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, etc.) where the training will be available.

- E.** Indicate the number of anticipated annual enrolled students and completers in the proposed program.

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

Begin Date: _____

End Date: _____

- G.** Describe the plan to support the sustainability of the program after grant completion.

- H.** Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code and the percent of completers in each code, corresponding with Section E.

- I.** Does this project have a local match amount? Yes No

If yes, please describe the entity providing the match and the amount. (Do not include in-kind.)

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

3. Program Budget

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

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

1.) **Total Amount Requested** \$ _____
 Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding: Sources:

City/County \$ _____

Private Sources \$ _____

Other (grants, etc.) \$ _____

Please Specify: _____

Total Other Funding \$ _____

B. Workforce Training Project Costs:

Equipment \$ _____

Personnel \$ _____

Facilities \$ _____

Tuition \$ _____

Training Materials \$ _____

Other \$ _____

Please Specify: _____

Total Project Costs \$ _____

Note: The total amount requested must be calculated by subtracting the total other workforce training project funding sources in A. from the total workforce training project costs in 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.
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4. Approvals and Authority

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

- 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)?
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- 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.
 - ii. State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.
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- 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.
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I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity and to the best of my knowledge, that all data and information submitted in proposal is truthful and accurate and no material fact has been omitted.

Name of Entity: _____

Name and Title of Authorized Representative: _____

Representative Signature: Michael S. Coyne _____

Signature Date: _____



*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

**Submission to the
Florida Job Growth Grant Fund
Workforce Training Program**

December 16, 2019

**Broward College and Urban League of Broward County: *Building the CORE –Life Sciences*
Florida Job Growth Grant Fund Workforce Training Grant Proposal**

1. Program Requirements

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

Title: CORE (Critical Occupation Response through Education) – Life Sciences

Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences) represents a strong and experienced partnership between Broward College (BC) and the Urban League of Broward County (ULBC), and regional stakeholders to develop an innovative and lasting workforce education model with countywide impact. BC serves over 63,000 students annually in continuing education, degree, technical certificates and certification programs. The CORE- Life Sciences project 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.

The CORE-Life Sciences project strategies will help employers meet industry demand and market forecasts in Florida’s targeted industry of Life Sciences, as it specifically relates to Healthcare, and Biosciences/Life Sciences Advanced Manufacturing of medical devices and products.

The CORE-Life Sciences project **proposal budget request, for \$3.75 million**, allocates funding for the addition of vital equipment and resources needed to provide **1,050 participants** with workforce training **over a 3-year period**. A complete budget narrative is attached to this document.

Program Description:

The CORE-Life Sciences project 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 work experiences (externship, etc.).

The main components of the CORE-Life Sciences approach are: Enhancement of Infrastructure, Accelerated Training, and Work Experiences. Additionally, “hard-to-reach” participants (i.e., unemployed, disadvantaged youth, disabled workers, ex-offender workers, displaced workers, etc.) will receive program support through Outreach and Assessment, Workplace Soft Skills Development, Case Management, Enrollment and Training, Work Readiness and Career Exploration Opportunities delivered through the partnership with the Urban League of Broward County and other partners.

Expanding Access: Infrastructure Enhancement: Building on the success of the previously funded Broward College Building the CORE, the CORE-Life Sciences project will include competency-based, customized education and training for the Life Sciences Industry cluster. 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. CORE-Life Sciences will build six Training Hubs within low-income communities to expand access to training for residents. The Hubs will be equipped with training equipment based on the specific courses being offered at the Hub such as CPR mannequins (baby and adult), phlebotomy arms, and medical training mannequins as needed for life science courses.

Each participant will complete a continuing education application (for tracking purposes) and will work alongside the Program Coordinator, recruiter and in some cases, the Urban League of Broward County to enroll in the appropriate workforce development training course. After the instructional portion of training is complete (ranging from 50 to 140 hours depending on the track), trainees will have the required training and ready for employment. Through a thoughtful review of experience and training, industry certifications will articulate into college credit, leading to technical certificates and/or degrees.

Accelerated Training: The CORE-Life Sciences project will help increase business access to skilled workers in the life science sector by focusing on three components: 1) assessment of prior learning experiences; 2) enrollment in fast-track, career training leading to a certificate of completion of training required for employment, industry credentials and/or articulated pathways to advanced degrees; and 3) an option clinical externship for hands-on experiential learning.

The workforce training responds to demands by current and future employers including hospitals, clinics, and home health care providers in Broward County by offering students accelerated training in:

Healthcare

- EKG Technician
- Clinical Medical Assistant
- Pharmacy Technician
- Phlebotomy Technician
- Dialysis Technician
- Medical Billing and Coding
- Medical Administrative Assistant
- Personal Care Assistant
- Assisted Living Technician
- Veterinary Assistant
- Basic Life Support (required for all Health Science Occupations)

In addition, in support of current and future needs of bioscience industry/life science advanced manufacturers of medical equipment and supplies by providing potential workers with training in:

Bioscience/Life Science Advanced Manufacturing

- CNC Machinist
- Mechatronics
- Advanced Manufacturing Technician
- Lean Six Sigma (for Medical Manufacturers)
- Supply Chain Management (for Medical Devices, Equipment and Products)

The 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 and beyond.

Work Experiences: The CORE-Life Sciences model is grounded in workforce development best practices ensuring that work readiness and career exploration via clinical externships. 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. Participants will have an opportunity to participate in externships before receiving official certification. The externships will provide an invaluable opportunity to use the knowledge gained in the training and put it to practical use. It will allow participants to practice and build on what they have learning in a real-world setting, experience a setting and evaluate whether they want to pursue it, and allow them to work under a seasoned professional. Clinical externships are usually undertaken in hospitals or clinics such as Memorial Hospital, Baptist Hospital, LabCorp or Quest Diagnostics. Generally, the externships are between 40 and 160 hours depending on the training program and the employer. On average, these hours are dispersed over the course of the training.

“Hard to Reach” Populations: The Urban League of Broward County (ULBC), sub-recipient, will work with Broward College to target the “hard-to-reach” populations in the community. ULBC has partnered with Broward College for the past seven years to reach this “hardest to reach” population through their community outreach, specifically in the 33311 zip code area which has the highest unemployment rate in Broward County. This partnership has resulted in not only the completion of certification programs by resident, but also in job placement or entrepreneurship opportunities. This hard to reach population includes, but not limited to, unemployed, at-risk youth, immigrants/asylees, formally incarcerated, English learners, low basic skills, limited work experience, etc.

The ULBC will provide specialized services to this “hard to reach” subgroup of participants including Outreach and Assessment, Success Coaching/Case Management, Enrollment and Training, Work Readiness and Career Exploration Opportunities. A strong campaign will be established to ensure a stream of potential participants for training in the Life Science sector, giving priority to unemployed residents. Program recruiters will have the lead role in outreach efforts, working directly with current employers, CareerSource Broward, and other unemployed and underemployed adults. ULBC will conduct career exploration and other assessments through Broward College to understand the services needed by each participant. Each participant will also receive persistent, proactive, individualized mentoring, academic coaching and support throughout their training program. ULBC will help participants identify and utilize their strengths while empowering them to succeed and accomplish their academic goals. Success coaching will help identify barriers that may be barriers to their academic success, help to strategize solutions and

create action plans to implement the solutions (i.e., obtain childcare for their children, meet with a BC academic advisor, etc.). Broward College, along with other community agencies will provide additional resources to assist participants in meeting their action plans. Once the pre-participation barriers are reduced or eliminated, ULBC will work with Broward College to enroll the participant in the training program. The Success Coach will monitor the participants progress through completion of the training program. Participants who complete the program will be referred for job placement through ULBC internal job placement assistance program, CareerSource Broward, and BC's Career Centers. Participants that wish to further their education will be connected to BC's advisors to matriculate them to the career pathway programs.

Program Staffing: BC will identify/hire and orient the Project Coordinator, Recruiter, Instructional Designer and the Administrative Assistant/Data Entry Assistant.

- The Program Coordinator will manage day to day operation on the program; be responsible to collecting program data; recruit partners to support the program, conduct orientations for participants, monitor program eligibility and manage the direct service staff.
- The Recruiters plays an important role of conducting outreach and recruitment activities to enroll participants, screen for eligibility, complete program enrollment and ascertain prior work experiences eligible for certification and industry credentials and enroll them in the workforce training.
- The Instructional Designer will work collaboratively with the Project Director, faculty colleagues, Subject-Matter-Experts (SMEs), and other support staff to design high-quality, instructor-led, academically rigorous and engaging courses. The instructional designer will maintain course shells for courses and programs, evaluate courses for compliance with industry standards, and ensure the quality of online course development and delivery resulting in student success.
- The Administrative Assistant/Data Entry Assistant (part-time) will be responsible for all administrative task on the project including ordering office supplies, student materials, equipment for the Training Hubs, and will also work with the Project Coordinator and the Continuing Education Department to enter the necessary data into the College's system for program reporting. The Administrative Assistant/Data Entry Assistant will collect enrollment sheets at training sites for entry into the system.
- Facilitators 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. Due to the technical training being offered, all facilitators will be highly qualified with strong backgrounds in health sciences or advanced manufacturing.
- The College will provide supplements to Curriculum Developers. The developers will include faculty that will serve as the Subject-Matter-Experts (SMEs) in the course and curriculum development process to ensure academically rigorous and engaging courses as well as ensure the courses meet compliance with industry standards.

The Urban League of Broward County (ULBC) will manage, through a subrecipient agreement, two staff members including a Site Program Coordinator and a Success Coach/Case Manager. These individuals will be recruited and hired by the ULBC. The Site Coordinator will oversee the Training Hub at the ULBC and will conduct outreach to recruit hard to reach populations. The Success Coach will provide case management services to eliminate/reduce barriers to the hard to

reach population so that they can participate in the training program. This staffing pattern has been used in the past Building the CORE grant and has yielded great success.

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

BC's strategic plan was adopted to focus on and achieve the critical metrics in higher education. The CORE-Life Sciences supports the state's performance measures by creating a pathway to completion for unemployed, underemployed workers.

The CORE-Life Sciences 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. The CORE-Life Sciences aligns to the Health Sciences career pathway and the Industry, Manufacturing, Construction & Transportation career pathway as it relates to Life Sciences at Broward College and expands the College's offering of workforce training programs. Program outcomes will foster communication with local businesses and increase employer engagement. Development of program materials aligned to the state academic frameworks and industry deliverables will enable Broward College to meet local needs of business and industry, specifically those that are coming to Broward County and taking advantage of the Jobs for the Unemployed Tax Credit Program.

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

Providing participants with transferable, sustainable skills: The CORE-Life Sciences 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 CORE-Life Sciences' responsive education and training programs, *individuals completing the training will receive transferable skills evidenced by industry recognized industry certifications, a certificate of completion (Broward College or a national organization), technical certificate or degree (from Broward College – an accredited institution) to improve their employability in the workforce.* The project will offer participants the opportunity to obtain certifications, certificate of completions, technical certificates and/or degrees as described below:

- **Health Science Industry Certifications:** Certified Clinical Medical Assistant (CCMA); Certified Phlebotomy Technician (CPT); Certified EKG Technician (CET); Certified Pharmacy Technician (PTCB); Certified Professional Coder Exam (CPC); Certified Coding Associate (CCA), Certified Billing & Coding Specialists (CBCS); Certified Medical Administrative Assistant (CMAA); Certified Animal Care Worker (CACW) and Microsoft Office Specialist (MOS). Credentialing is done thorough organizations that include National Health Career Association (NHA); American Society of Phlebotomy Technician (ASPT); National Career Certification Board (NCCB); American Academy of Professional Coders (AAPC); American Health Information Association (AHIMA) and Microsoft Office.

- Bioscience/Life Science Advanced Manufacturing Certifications: Certified Production Technician (CPT); Certified Control Systems Technician (CCST); Certified Automation Professional (CAP); Society of Manufacturing Engineers (SME) Lean Certifications – Bronze, Silver, Gold or American Society for Quality (ASQ) Lean Six Sigma; Packaging Machining Manufacturing Institute (PMMI) Mechatronics Certification; Siemens Mechatronic Systems Certification Program (SMSCP); Council of Supply Chain Management Professionals (CSCMP) SCPro Fundamentals Certification.
- Certificate of Completion: Clinical Medical Assistant Course Certificate of Completion; Pharmacy Technician Course Certificate of Completion; Medical Billing and Coding Course Certificate of Completion; EKG Technician Course Certificate of Completion; Phlebotomy Technician Course Certificate of Completion; Dialysis Technician Course Certificate of Completion; Medical Administrative Assistant Course Certificate of Completion; Personal Care Assistant Course Certificate of Completion; Assisted Living Technician Course Certificate of Completion; Veterinary Assistant Course Certificate of Completion; Basic Life Course Certificate of Completion; Microsoft Office (Word, Excel, Outlook, SharePoint, Access, PowerPoint, etc.) for Medical Office Course Certificate of Completion; and National Career Readiness Certificate.
- Technical Certificates (TC) and Associate of Science (AS) Degrees prepare participants for immediate employment. Participants may have the opportunity to earn credits towards the following technical certificates or associate degrees through the alignment of course competencies and/or industry certifications:
Medical Assistant Technician TC, Health Care Services TC, Informatics Specialist TC, Medical Coder Biller TC, Scientific Workplace TC, CNC Machinist TC, Logistics and Transportation Specialist TC, Health Services Management AS, Health Information Technology AS Degree, Diagnostic Medical Sonography (Ultrasound) AS, Emergency Medical Services AS, Physical Therapist Assisting AS, Radiation Therapy AS, Engineering Technology Associate of Science (specializations in Biomedical, Electronics, Alternative Energy, or CNC Machining), Supply Chain Management Operation Associate of Science or Bachelor of Science in Nursing

Development of highly qualified workers will facilitate economic growth in key industry sectors. CORE-Life Sciences will offer stackable credentials 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 participants completing the training will earn credentials or certificate of completion that are applicable and transferable to multiple employers in the Life Sciences Industry cluster. See chart below for examples of employer categories who require these skills.

Life Sciences Industry Cluster employer examples	
Bioscience Industry	Health Care Industry
<ul style="list-style-type: none"> • pharmaceutical preparation manufacturers; • electromedical and electrotherapeutic apparatus manufacturers; • surgical and medical instrument manufacturers; • surgical appliance and supplies manufacturers; • ophthalmic goods manufacturers; • medicinal and botanical manufacturing; • in-vitro diagnostic substance manufacturers; • analytical laboratory instruments manufacturers; • medical instrument, appliance manufacturers; • medical supplies manufacturers; • Other biological product manufacturers 	<ul style="list-style-type: none"> • offices of physicians; • offices of dentists; • offices of other health practitioners; • outpatient care centers; • medical and diagnostic laboratories; • home health care services; • and other ambulatory health care services. Industry groups within the hospitals subsector include general medical and surgical hospitals; psychiatric and substance abuse hospitals; and other hospitals.

D. Describe how this proposal supports a program(s) that is offered to the public?

The CORE-Life Sciences project supports, yet not exclusively, Broward UP which ensures that Broward County residents living in the areas with the highest unemployment have the opportunity to gain the skills and knowledge needed to support current and future businesses and industries within Broward County, and at the same time also benefits the workers themselves, giving them the tools they need to be successful and competitive in the workplace. Realizing that education attainment is a leading indicator of economic development and health of any community, Broward UP targets the eleven highest need zip codes – 33441, 33064, 33065, 33314, 33020, 33069, 33319, 33309, 33313, 33311, 33023 with 33311 having the lowest educational attainment in the County. Broward UP, unlike the initiatives led by other higher education institutions in Broward County, engages the community where they are rather than have the community come to the college campus. Thus, the development of the Training Hubs. This builds a system and infrastructure within each community that is sustainable and scalable. Broward UP will not only provide motivation and growth mindset for those seeking employment but also matches the specific training and experience required to fill current employment opportunities within the community

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

The CORE-Life Sciences 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 CORE-Life Sciences 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 CORE-Life Sciences 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 CORE-Life Sciences' 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.

Broward County's Life Sciences Industry cluster is comprised of both the Biosciences Industry and the Health Care Industry. Careers in this industry sector include pharmaceutical preparation manufacturing, surgical and medical instrument manufacturing, physicians, dentists, outpatient care centers operations, home health aides and more. The entire cluster had 18,592 establishments in December 2017, with employment of 86,112 jobs and employment was up from the previous year by 3 percent. The 10-year trend of growth from 2007-2017 is 28 percent growth.

According to the Florida Department of Economic Opportunity Labor Market Industry Profile¹, Broward County Healthcare Industry employment has been on an upward trend from January 2001 to December 2017 demonstrating an increase of 17,946 jobs (+27.7 percent). Employment of healthcare occupations is projected to grow 19 percent from 2014 to 2024, adding about 2.3 million new jobs. Healthcare-related occupations are expected to add more jobs than any other group of occupations. This growth is expected due to an aging population, as well as an increase of individuals who have gained access to health insurance. As of July 1, 2019, the healthcare industry alone in Broward County has grown to 8,982 companies, 159,179 jobs (estimated in 2018), with an average salary of \$56,174. Broward County biosciences employment has also been on an upward trend, since 2010, rising to 3,441 jobs in December of 2017. The largest industries within the biosciences division in December 2017 were surgical appliance and supplies manufacturing (1,147 jobs); pharmaceutical preparation manufacturing (1,096 jobs); and surgical and medical instrument manufacturing (546 jobs). These types of positions will be supported by the training provided by CORE-Life Sciences.

CORE-Life Sciences 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

¹ Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Labor Market Industry Profile, Broward Life Sciences Industry 2019 Edition.

and Technology (NIST), The Florida Department of Economic Opportunity (FLDEO) were used in planning program activities and forecasting program outcomes.

The 2019-2020 Regional Demand Occupations List for Broward County below indicates growth at varying levels for occupation titles.

Table 1. 2019-20 Regional Demand Occupations List by Occupation Title							
Occupational Title†	SOC Code	Annual Percent Growth	Annual Openings	2017 Mean Hourly Wage	2017 Entry Hourly Wage	FLDOE Training Code*	EFI** Target Industry?
Health Technologists and Technicians, All Other	292099	1.99	94	\$18.06	\$12.75	3	Yes
Medical and Clinical Laboratory Technicians	292012	1.46	101	\$24.59	\$14.71	4	Yes
Medical and Clinical Laboratory Technologists	292011	1.32	118	\$24.59	\$14.71	4	Yes
Medical Assistants	319092	3.38	866	\$16.59	\$13.00	3	Yes
Medical Records and Health Information Technicians	292071	1.82	115	\$21.61	\$14.03	4	Yes
Medical Secretaries	436013	2.12	366	\$17.04	\$13.52	3	Yes
Physical Therapist Assistants	312021	3.42	939	\$30.15	\$23.70	4	Yes
Radiologic Technologists	292034	1.74	1,016	\$26.55	\$19.26	3	Yes
Registered Nurses	291141	1.73	1385	\$33.18	\$25.54	4	Yes
Surgical Technologists	292055	1.84	90	\$22.63	\$18.12	3	Yes
Machinists	514041	0.95	120	\$18.96	\$18.96	3	Yes
First-Line Supervisors of Production and Operating Workers	511011	0.76	224	27.10	17.52	3	Yes
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	531031	1.66	145	28.28	16.84	3	Yes
*FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), **Enterprise Florida, INC. Source: Florida Department of Economic Opportunity, 2019-20 Regional Demand Occupations List, Workforce Development Area 22 - Broward County (2019)							

Some of the largest industries and industry groups within the Life Sciences Industry cluster include: pharmaceutical preparation manufacturing; electromedical and electrotherapeutic apparatus manufacturing; surgical and medical instrument manufacturing; surgical appliance and supplies manufacturing; ophthalmic goods manufacturing; ambulatory health care services (physicians, dentists, outpatient care centers, and home health care centers); and hospitals.

As demonstrated by the Florida Department of Education Training Code assigned to these targeted positions in Table 1 above, more than two-thirds of these jobs require a certificate or credential and the remaining third require community college credit or degree. Key sub-baccalaureate opportunities include technical certificate, industry recognized certifications and degree program as listed in section 1.C. above.

CORE-Life Sciences is projected to create 1,050 highly qualified individuals during the grant period, to fill the job openings anticipated within the next three years. It is expected that the CORE-Life Sciences program will achieve the following benefits through attainment of program goals. CORE-Life Sciences will:

- Serve 1,050 participants throughout Broward County, Florida during the grant period;
- Completion Rate – 85% will complete a training program;
- Addressing Skills Gap – of those that complete the training program, 60% will obtain an industry certification, certificate of completion, technical certification and/or college degree.

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.

CORE-Life Sciences represents an *expansion and restructuring* of existing training programs in place at BC by creating non-credit options leading to industry certifications and certificate of completions, while creating an articulation or pathway to a technical certificate or degree. This allows for immediate employment as well as providing opportunities for workers to further their education through technical certificates or degrees. As mentioned, the Life Sciences Industry Cluster includes the Biosciences Industry and the Healthcare Industry. Building these areas – Biosciences and Healthcare are integral to multiple academic and career pathways including Health Sciences and Science, Technology, Engineering and Math. 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.

CORE-Life Sciences is also an expansion of the BC-Urban League of Broward County (ULBC) 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, and the Building the CORE program. A large success of the program was the outreach through the ULBC 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 to "hard to reach" participants. CORE-Life Sciences will leverage the existing model and expand the support system directly into the instructional program offering participants enhanced on-site support to ensure their success.

The expansion will also include creating Training Hubs across the County to increase access to workforce training offering in targeted areas where the unemployment rates are highest in the County.

Health Sciences will be expanding by providing continuing education/non-credit instruction in EKG Technician, Clinical Medical Assistant, Pharmacy Technician, Phlebotomy Technician, Dialysis Technician, Medical Billing and Coding, Medical Administrative Assistant, Personal Care Assistant, Assisted Living Technician and Veterinary Assistant. Currently, the College does not provide these courses through continuing education or as a non-credit option. This expansion will be implemented in two phases: Phase 1 - The College will contract with a vendor to provide the curriculum that will be facilitated by an instructor/facilitator at the Training Hubs, as well as the coordination of the externships. Phase 2 – Curriculum will be developed by Broward College, reducing the cost of instruction and ensuring sustainability of the courses through the D2L platform. The establishment of the Training Hubs will expand the reach of Broward College to offer instruction in the communities where the unemployment is highest. As part of the newly developed curriculum, Broward College will also establish externships with local hospitals and clinics. Additionally, a framework will be created to align the course competencies to the for-credit curriculum allowing participants to receive credit for courses with industry certifications. As participant progress, more advanced on-site training will be offered at the Central Campus located in Davie which is home to the Center for Health Sciences Services and the Health Science Simulation Center.

Life Science Advanced Manufacturing will address the need to increase technology-enabled production processes for machinists in the manufacturing areas of the Life Science Industry Cluster. Students will receive training in CNC Machinist, Mechatronic, and Advanced Manufacturing Technician. This expansion goes beyond the mechatronics program initiated in 2015, and the successful Supply Chain Management/Logistics program kicked off in 2013. The expansion will include the development of non-credit curriculum leading to industry certifications that can be applied to technical certificate or degrees. This program model will provide participants with training and opportunities to earn industry certifications in areas such as CNC machining, mechatronics, manufacturing, warehousing, logistics and distribution that have been identified in advanced manufacturing of medical equipment, supplies and products as vital to Florida's economy. The curriculum will also be put onto the College's D2L learning system to help build and sustain the program offerings. The non-credit courses will be taught face to face within the Training Hubs and facilitated by a trainer. Participants will also have the opportunity to train in Broward College's North Campus Advanced Manufacturing Lab to gain experience with manufacturing machines and other equipment. The curriculum will also be aligned to the for-credit programs offering participants a pathway to the technical certificate and degree programs.

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?

The CORE-Life Sciences will respond to the labor force shortages, skill gaps and employment trends by targeting workforce training for the **Life Sciences** industries and those aligned with Florida's Targeted Industries List. CORE-Life Sciences 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](http://www.enterpriseflorida.com/wp-content/uploads/SI_Targeted_Industries.pdf)). The proposal is further supported by the 2019-2020 Regional Demand Occupations List for Broward County provided by the Florida Department of Economic Opportunity² which lists occupations in the Life Sciences Industry by occupational title and includes those with at least 80 annual openings and positive growth, mean wage of \$15.47/hour and Entry Wage of \$12.59/hour. In addition, the Regional Demand Occupation lists confirms the occupations supported by this proposal are also included in the Enterprise Florida Targeted Industries. These occupations, listed in Table 1, include the SOC codes 29, 31, and 43 in the Health Care Industry and 51 and 53 which are applicable to the Bioscience Industry for positions requiring manufacturing skills such as machinists.

Historically, according to the Florida Department of Economic Opportunity Labor Market Industry Profile of Broward County biosciences employment was on an upward trend from January 2007 to January 2009, peaking at 2,701 jobs. From January 2009 to November 2010, the industry cluster followed a negative trend, losing 660 jobs (-24.4 percent). From this low, biosciences employment has been on an upward trend, rising to 3,441 jobs in December 2017. The largest industries within the biosciences division in December 2017 were surgical appliance and supplies manufacturing (1,147 jobs); pharmaceutical preparation manufacturing (1,096 jobs); and surgical and medical instrument manufacturing (546 jobs).

According to Burning Glass Technologies, in Miami-Fort Lauderdale-West Palm Beach, FL Metropolitan Statistical Area (MSA), there were 1,810 machinists alone employed in the Medical Equipment and Supplies Manufacturing Industry in 2018 and the projected national change in employment for 2016-2026 is 13.1%. When related employment opportunities in the Medical Equipment and Supplies Manufacturing Industry such as first-line supervisors of production and operating workers and first-line supervisors of material movers are added to the machinist positions the number employed in 2018 in this industry in the MSA soars to 11,083. All the positions listed are projected for double digit positive change in employment from 2016-2026. Key employers in the medical equipment and supplies manufacturing industry include Stryker Medical (4 locations in the MSA), Zimmer Biomet (3 locations in the MSA) and Owens and Minor - a leading distributor of medical and surgical supplies (1 location in the MSA).

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 focus of CORE-Life Sciences is the Life Sciences Industry cluster which is comprised of the Biosciences Industry and the Health Care Industry. Occupations within some of the largest industries within the Life Science Industry cluster are 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

² <http://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

technical skills. In its Skills Gap in Manufacturing 2015 report, The Manufacturing Institute cited the top skills in demand as engineering, skilled trades, and production. A May 2019 article published by Medical Product Outsourcing stated, “The skilled labor shortage, which according to a Deloitte and Manufacturing Institute study threatens to render two million American manufacturing jobs vacant by 2025, has begun to affect the medical device industry.”³ These same skills gaps are aligned with the Statewide or Regional Demand Occupations List and are confirmed through the MSA region based on Burning Glass Technologies data.

Following is a chart of occupations (Regional Demand Occupations List – 2019-20 – Broward County Area 22) aligned to the CORE-Life Sciences training:

Health Sciences (ambulatory health care services and hospitals industry groups)	Bioscience Industry/Life Sciences Advanced Manufacturing (medical equipment and supplies manufacturing)
Health Technologists and Technicians, All Other Medical and Clinical Laboratory Technicians Medical and Clinical Laboratory Technologists Medical Assistants Medical Records and Health Information Technicians Medical Secretaries Physical Therapist Assistants Radiologic Technologists Registered Nurses Surgical Technologists	Machinists First-Line Supervisors of Material-Moving Vehicle Operators First-Line Supervisors of Production and Operations Workers General and Operations Managers (related to Medical Device Manufacturing/Supply Chain Management) Industrial Machinery Mechanics Mobile Heavy Equipment Mechanics Operating Engineers

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, CORE-Life Sciences 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 38% white, 27% Black and 28% Hispanic (U.S. Census. ACS, 2013-2017, 5-Year Estimates, Table DP05)

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

³ https://www.mpo-mag.com/contents/view_online-exclusives/2019-05-29/strategies-to-overcome-medical-manufacturings-skilled-labor-shortage/

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 CORE-Life Sciences 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, CORE-Life Science, which includes a partnership with Urban League, will serve a total of 1050 individuals over three years. Of those participants, 85% will complete an instruction program, and of the completers 60% will obtain an industry certification, certificate of completion, technical certificate, and/or degree program.

F. Indicate the length of the program (e.g.; quarters, semesters, weeks, etc.) including anticipated

Project Beginning Date: April 1, 2020. Ending Date: March 31, 2023.

The program will be implemented over a three-year period. Typically training can be completed between two weeks to 24 months earning certifications, certificate of completions, technical certificates or degrees. Completion time for participants participating in externships may be extended.

Project implementation will occur in three segments:

- Segment One- Start Up (Months 1-4): Start Up and Program Framework and Development - During the first four months, the plan will be operationalized, with identification/hiring and orientation of staff and faculty, ramping up for and contracting with a health science curriculum vendor, allowing for quick start-up of the training program. Simultaneously, the program staff will begin to develop health science curriculum that will be sustained through the College D2L learning system. During this segment, the College will identify the Training Hub sites, purchase the equipment and set up the Training Hubs. The College will utilize the processes already established during the previous Florida Job Growth Fund grant. The College will also solidify the Urban League of Broward County (ULBC) role as a sub-recipient on the grant through a formal agreement with deliverables. In partnership with ULBC, a comprehensive recruitment plan will be established targeting hard to reach populations, unemployed residents, and underemployed residents.
- Segment Two- Design and Implementation (Months 5-Ongoing): The second segment of the program will include curriculum development for the non-credit health sciences courses

that the College will develop to sustain the programming and minimize the need for the outside health sciences curriculum vendor. Training Hubs will be set up to begin the onsite training and community partnerships will be solidified. Students will be enrolled and receive accelerated training that matches their current skill sets and their desired employment goals. Student cohorts, such as unemployed and under employed workers, as well as hard to reach populations will be reached with outreach services from the ULBC. ULBC will provide case management services for the hard to reach population and begin implementation of the comprehensive recruitment plan. Training sessions will begin with externships to develop the knowledge skills and abilities in participants necessary to acquire the nationally recognized industry certifications, certificate of completions, technical certificates, and/or degrees. During the end of this segment, the College will begin to integrate the bioscience/advanced manufacturing training into program and in the Training Hubs. The College will develop non-credit curriculum and alignment with the technical certificates and degrees.

- Segment Three-Evaluation and Sustainability (Months 7-36):** During the third segment of the program implementation will overlap with the second segment. The College will develop a plan for sustainability will be established. The College will work with the IT Department to ensure that the curriculum is available through the College’s D2L learning program. The framework for matriculation from non-credit to for credit developed through the program will be used during advising and case management/success coaching sessions. These frameworks will be available throughout the college for College advisors and Health Science and Advanced Manufacturing faculty to utilize. The program will also establish externship agreements with local employers as part of the training. The Project Coordinator will be responsible for the project evaluation which will assist in pinpointing the effective components of the program and those that can benefit from modifications in services to facilitate increased participant recruitment and completion of training. The evaluation will include the collection of data (number enrolled, number that passed the certification, number that completed the training program, number that matriculated and complete a technical certificate or degree, etc.) to determine of the proposed objectives are met. The evaluation will be used for reporting outcomes of the services to local stakeholder and to the Florida Department of Economic Opportunity (DEO).

Segment	Strategies/Activities
SEGMENT 1: Start Up and Program Framework and Development (Months 1-4)	Identify/Hire and Orient Staff and Faculty
	Contract with Health Science Curriculum Vendor
	Begin developing health science curriculum in D2L Learning System
	Identify Training Hub locations within the community (identify the 3 full access Hubs which include hospital beds) – each Hub will have appropriate space for training. Solidify partnership with community agencies that are hosting the Training Hubs through Memorandum of Agreements
	Purchase health sciences equipment (mannequins, hospital beds, EKG machines, phlebotomy arms, etc.) , and set up Training Hubs (computers, internet access, etc.)
	Refine already established enrollment process
	Solidify ULBC role and execute sub-recipient agreement
	Establish Comprehensive Recruitment Plan with the ULBC

Segment	Strategies/Activities
SEGMENT 2: Design and Implementation (Months 5-Ongoing)	Begin the health sciences training with externships
	ULBC begins reaching hard to reach populations and begins implementation of the recruitment plan
	Complete curriculum development for non-credit health science courses
	Develop framework to align health sciences courses and certifications with for-credit technical certificates and/or degrees
	Begin the curriculum development of the bioscience/advanced manufacturing courses
	Begin integration of bioscience/advanced manufacturing accelerated training
SEGMENT 3: Evaluation and Sustainability (Months 7-36)	Develop a plan for sustainability and ongoing training beyond the grant project
	Ensure curriculum is established on the D2L Learning System and available for faculty to use
	Long-term externship agreements with local employers are established.
	Collect evaluation and reporting data on a quarterly basis
	Convene a group of program advisors at least quarterly to review data including the number of participants and the number of completers. Make adjustments as necessary.
	Complete final report to DEO and implement sustainability plan

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

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. Additionally, a large portion of the grant funds will be to create the non-credit courses within Broward College’s D2L system, an online platform that will help sustain the training. By creating a framework to align the non-credit course competencies and certifications with the for-credit technical certificates and degrees, it creates a pathway for students to not only continue their education but also provides opportunities for participants to receive financial support through financial aid and scholarships.

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, Technical Certificates and Degree options are listed in Section 1C on page 5. CIP Codes for these fields are as Follows: Please also see the list of certifications in Section C under Program Requirements.

Health Sciences	Bioscience/Life Science Advanced Manufacturing
Health Technologists and Technicians, All Other – 0351390205; Medical and Clinical Laboratory Technicians – 0351080201; Medical and Clinical Laboratory Technologists – 511005; Medical Assistants – 510801; Medical Records and Health Information Technicians – 510707; Medical Secretaries – 510714; Physical Therapist Assistants – 510806; Radiologic Technologists – 510911; Registered Nurses – 513801; Surgical Technologists - 51090906	Machinists - 480503; First-Line Supervisors of Production and Operating Workers - 520205; First-Line Supervisors of Material- Moving Vehicle Operators - 520209
Source: http://www.floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list 2017-2018 SOC to CIP Linkages for Occupations below Bachelor's Degree Level	

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 and implementation of CORE-Life Sciences. They include in-kind support through the College and its partners.

Broward College: will provide \$797,729 in cash and in-kind services:

- Certification training for Health Sciences underwritten by a grant from The Frederick A. DeLuca Foundation (Cash Contribution - \$533,730)
- Certification Cost for Health Sciences underwritten by a grant from The Frederick A. DeLuca Foundation (Cash Contribution - \$75,000)
- Faculty and Pathway leadership support in creating framework to align non-credit course competencies and certifications with for-credit technical certificates and degrees.
- Academic advising of students to matriculate into technical certificate and degree programs.
- Certification of student completion of training and technical certificate programs
- Online course modules for the Supply Chain Management developed through the US Department of Education’s Trade Adjustment Assistance Community College Career Training (TAACCCT) grant
- CNC Machining equipment funded through a grant from JP Morgan Chase Foundation (valued at \$188,999)
- Professional Development for Facilitators via online and face-to-face training
- Usage of the Health Sciences Simulation Center and the Advanced Manufacturing Labs
- Online application system for applicant and data collection
- Usage of D2L learning system
- Career Center services including resume writing, mock interviews, job fairs

Employers/Business Partners: Local healthcare agencies and advanced manufacturers will provide in-kind services during the grant period (three years) estimated valued at \$39,750. This assistance will include but not be limited to:

- Serving as Subject Matter Experts (SMEs) for the curriculum development and advising students
- Externship experiences for potential workers/students

- Quarterly tours of area production and design facilities
- Collaboration with other training programs by employers and South Florida Manufacturing Association

Value based on hourly rate of employer staff at \$26.50 an hour.

Community Partners: Partners including the Urban League of Broward County and other community partners such as Boys and Girls Club, YMCA, and municipalities will provide the following in-kind support estimated value at \$172,554 as follows:

- Facility usage for five training Hubs (estimated at \$9,500 per year per Hub)
- Recruitment of agency membership for training
- Advertisement space and marketing
- Secure storage space for equipment and materials at Training Hub locations
- Referrals to employment and job search by CareerSource Broward
- A portion of ULBC administrative cost (in-kind value at \$20,054)

Broward College, employers and community partners will match a total of **\$1,010,033** through in-kind and cash contributions. **This equates to more than a quarter or 27% of the requested funds. Of the total matching funds, \$608,730 come from cash donations from The Frederick A. DeLuca Foundation.**

[J. Provide any additional information or attachments to be considered for the proposal.](#)

Please see the following attachments:

Health Sciences Pathway Brochure

Industry, Manufacturing, Construction & Transportation Pathway Brochure

The CORE-Life Sciences will be expanding on the programs listed in the above brochures through a non-credit model offering industry certifications as an accelerated training model.

[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.](#)

The following are scheduled meeting dates for The Broward College District Board of Trustees - January 28, 2020; February 25, 2020; March 31, 2020; April 28, 2020; May 26, 2020; and June 30, 2020.

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.

Please find the attached policy and letter delegating authority.



*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

Budget Narrative

CORE – Life Sciences Budget Narrative				
Total Request: \$3,758,745				
Budget Items	Year 1	Year 2	Year 3	Total Request
PERSONNEL SALARIES: Funds are requested for a full-time project coordinator (years 1-3), a full-time recruiter (year 1-3), an Instructional Designer (years 1 and 2), a part-time Administrative Assistant/Data Entry Assistant (years 1-3), Facilitators (year 1-3), Faculty Curriculum Developers (year 1), and a Proctor (years 1-3). Full-time positions include a 2% escalation each year starting in year 2. The salaries are within the ranges established by BC’s Human Resources job classification system.				
Project Coordinator	\$75,000.00	\$76,500.00	\$78,030.00	\$229,530
Recruiter	\$55,000.00	\$56,100.00	\$57,502.50	\$168,603
Instructional Designer	\$45,000.00	\$45,900.00	\$0	\$90,900
Administrative Assistant/Data Entry Assistant	\$14,560.00	\$14,560.00	\$14,560.00	\$43,680
Facilitators	\$180,000.00	\$180,000.00	\$180,000.00	\$540,000
Faculty Curriculum Developers	\$6,900.00	\$0	\$0	\$6,900
Proctor	\$2,500.00	\$2,500.00	\$2,500.00	\$7,500
Total Salaries	\$378,960.00	\$375,560.00	\$332,592.50	\$1,087,113
PERSONNEL FRINGE BENEFITS: BC has a comprehensive fringe benefit package for full-time personnel based on a rate of 16.47% 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 16.12%.				
Fringe Benefits for Project Coordinator, Recruiter, Instructional Designer, Administrative Assistant/Data Entry Assistant, Facilitators, Faculty Curriculum Developers, and Proctor (Total)				
Total Fringe Benefits	\$90,860.85	\$90,325.02	\$73,528.27	\$254,714
Total Personnel Salary and Benefits	\$469,820.85	\$465,885.02	\$406,120.77	\$1,341,827
PROGRAM OPERATION: Funds are requested for the following items, equipment, supplies, and materials to support program operation. Travel is calculated at \$.445/mile (years 1-3), cell phone is calculated at \$50/month for 12 months for 2 full-time staff (years 1-3), Equipment for Health Science Training Hubs purchase occurs in year 1 only, printing costs (year 1-3), Networking for internet Accessibility is calculated at \$5,000/year for 5 of the 6 training hubs – ULBC not included (year 1-3), Prior Learning Assessment calculated at \$30/ credit x 3 credits x 100 students each year (years 1-3), Laptops and carts for training hubs plus staff computer is calculated at \$25,000/hub site for 5 of the 6 training hubs – ULBC not included plus staff computers (year 1 only), Background Screening for clinical experiences calculated at \$110/student for 100 students (years 1-3) , Student materials \$11,000/ year (years 1-3), Basic Life Support Certification calculated at \$300/ student for 100 students (year 1-3), Student materials at \$500/ year (years 1-3), and Marketing Materials/Printing at \$3,500 in year 1 and \$2,000/ year in years 2 and 3.				
Travel Mileage	\$890.00	\$890.00	\$890.00	\$2,670
Cell phone	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
Equipment (Health Science Training Hubs)	\$126,246.00	\$0	\$0	\$126,246
Program Printing Cost	\$1,500.00	\$1,500.00	\$1,500.00	\$4,500
Networking for Internet Accessibility	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000
Prior Learning Assessment	\$9,000.00	\$9,000.00	\$9,000.00	\$27,000
Laptops Carts for 5 Training Hubs plus staff computers	\$130,000.00	\$0	\$0	\$130,000

Background Screening for clinical experiences	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000
Student materials	\$11,000.00	\$11,000.00	\$11,000.00	\$33,000
Basic Life Support Certification	\$30,000.00	\$30,000.00	\$30,000.00	\$90,000
Supplies (paper, pencils, etc.)	\$500.00	\$500.00	\$500.00	\$1,500
Marketing Materials/Printing	3,500.00	2,000.00	2,000.00	\$7,500
Total Program Operation	\$349,836.00	\$92,090.00	\$92,090.00	\$534,016
TRAINING MATERIALS: Materials for Participants to prepare for certification exams and coursework.				
Total Training Materials	\$25,000.00	\$25,000.00	\$35,000.00	\$85,000
TUITION AND CERTIFICATION COSTS: Funding of preparation materials, tuition for coursework, and vouchers for students averaging three certifications per student.				
Tuition	\$172,410.00	\$172,410.00	\$222,410.00	\$567,230
Certification Cost	\$32,000.00	\$32,000.00	\$52,000.00	\$116,000
Total Tuition and Certification Costs	\$204,410.00	\$204,410.00	\$274,410.00	\$683,230
SUB-RECIPIENT: Funds are requested for Sub-recipient agreement for outreach, case management and facilitators for online instruction to the Urban League of Broward County.				
Program Coordinator	\$46,000.00	\$47,380.00	\$48,801.40	\$142,181
Success Coach/Case Manager	\$37,000.00	\$38,110.00	\$39,253.30	\$114,363
Fringe Benefits - Program Coordinator and Case manager (30%)	\$24,900.00	\$25,647.00	\$26,416.00	\$76,963
In-county mileage	\$445.00	\$445.00	\$445.00	\$1,335
Program/Office Supplies to include photocopies	\$2,500.00	\$400.00	\$400.00	\$3,300
Marketing Materials/Printing	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000
Insurance	\$2,475.00	\$2,475.00	\$2,475.00	\$7,425
Networking for Internet Accessibility	\$5,200.00	\$5,200.00	\$5,200.00	\$15,600
Facility usage (training hub)	\$9,500.00	\$9,500.00	\$9,500.00	\$28,500
Background Screening	\$400.00	\$400.00	\$400.00	\$1,200
Administrative Cost (5%)	\$6,521.00	\$6,683.00	\$6,850.00	\$20,054
Indirect Costs (52% of total Salary and Fringe)				\$697,750
TOTAL REQUEST				\$3,758,745



*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

Letters of Commitment/Support



Urban League of
Broward County

December 12, 2019

Gregory A. Haile, Esq.
President, Broward College
111 E. Las Olas Boulevard
Fort Lauderdale, FL 33301

Dear President Haile,

We are pleased to, once again, partner in Broward College's application for the Florida Department of Economic Opportunity's Florida Job Growth Grant Fund. As a longtime partner of Broward College, we are certain that an investment in the College will yield a high return to the Broward County community. Broward College is poised to provide short and long-term certifications in the Life Sciences sector to create a job ready workforce that can take advantage of the middle skill, high paying targeted occupations in the healthcare and advanced manufacturing fields.

The Urban League of Broward County is a not-for-profit human service agency that has operated in Broward County for nearly 45 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.

Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences) represents a strong and experienced partnership between Broward College (BC) and the Urban League of Broward County (ULBC), and regional stakeholders to develop an innovative and lasting workforce education model with countywide impact. The *CORE-Life Sciences* project will build on the positive momentum of the previous Florida Job Growth Fund Grant project, Building the CORE. A large success of that program was the outreach through the Urban League ensuring that target populations were made aware of the program and opportunities. The ULBC looks forward to similar positive outcomes with the *CORE-Life Sciences* project.

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



December 13, 2019

Tim Ryan
Commissioner
Board of County Commissioners
Chair
CareerSource Broward
Council of Elected Officials

Josh Levy
Mayor, City of Hollywood
Vice Chair
CareerSource Broward
Council of Elected Officials

Dean Trantalis
Mayor, City of Fort Lauderdale
Chair Pro Tem
CareerSource Broward
Council of Elected Officials

Dr. Lisa Knowles
Chair
Broward Workforce
Development Board, Inc.

Mason C. Jackson
President/CEO
CareerSource Broward

Gregory A. Haile
President, Broward College
111 East Las Olas Boulevard
Fort Lauderdale, FL 33301

Dear President Haile,

The Broward Workforce Development Board/Career Source Broward is pleased to partner with Broward College on the Broward College *Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences)* Florida Job Growth Grant Fund Workforce Training Grant Proposal. This project will complement CareerSource Broward's efforts to place highly qualified workers into industry sectors experiencing levels of high growth.

The proposal to provide short and long-term certifications in the Life Sciences Industry cluster to create a ready workforce that can take advantage of the middle skill, high paying targeted occupations in our market 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:

- Assist program staff in identifying potential employer partners,
- Promotion of the program to CareerSource Broward clients, and
- Participate in job readiness activities such as resume reviews and mock interviews.

We look forward to working with you on the *CORE-Life Sciences* project.

Sincerely,

A handwritten signature in black ink that reads "Mason C. Jackson".

Mason C. Jackson
President/CEO
CareerSource Broward



CareerSource Broward
Administrative Office
2890 West Cypress Creek Road
Fort Lauderdale, FL 33309
P: 954.202.3830

December 10, 2019

Gregory A. Haile
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Haile,

On behalf of Broward Health, I am pleased to support Broward College's Application seeking funding from the Florida Job Growth Fund Workforce Training Grant opportunity for training in the Life Sciences industry – particularly the Health Care sector. Our organization, is a public, not for profit safety net healthcare organization. Having skilled healthcare workers is essential for our organization to drive our mission which is to provide quality healthcare services to our community. Because of the availability of a skilled healthcare workforce, Broward Health is one of the many companies in Broward County that are prospering.

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

Sincerely,



Jean B. Seaver, MSN, RN
Associate Vice President
Learning & Development
Broward Health



Office of the President
South Florida Manufacturers Association
1451 W. Cypress Creek Road, Suite 300
Fort Lauderdale, Florida 33309

December 12, 2019

Gregory A. Haile, Esq.
President, Broward College
111 East Las Olas Boulevard
Fort Lauderdale, FL 33301

Dear President Haile,

The South Florida Manufacturing Association (SFMA) is pleased to provide this letter of commitment to support Broward College's *Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences)* application to the Florida Job Growth Grant Fund Workforce Training program. This project will provide training to support advanced manufacturing in the Life Sciences Industry cluster which includes areas such as medical equipment and supplies manufacturing.

As an industry association of manufacturing businesses located throughout the region, we are excited about the focus on this grant program, which, when implemented, will help expand manufacturing employment opportunities in the Life Sciences Industry cluster. The members of our association are beneficiaries of this training and I strongly feel it is important that we continue to develop the workforce in this industry and create a pipeline of skilled talent.

By signing this letter, we demonstrate our commitment to support the Broward College's *CORE-Life Sciences* project. We look forward to leveraging our collective experience to expand and improve quality education and career training programs within SFMA. I can most easily be reached by email at mrocco@sfma.org or at my office directly at 954-941-3558.

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Rocco', is written over a horizontal line.

Matthew R. Rocco, J.D., M.B.A.
President, South Florida Manufacturers Association

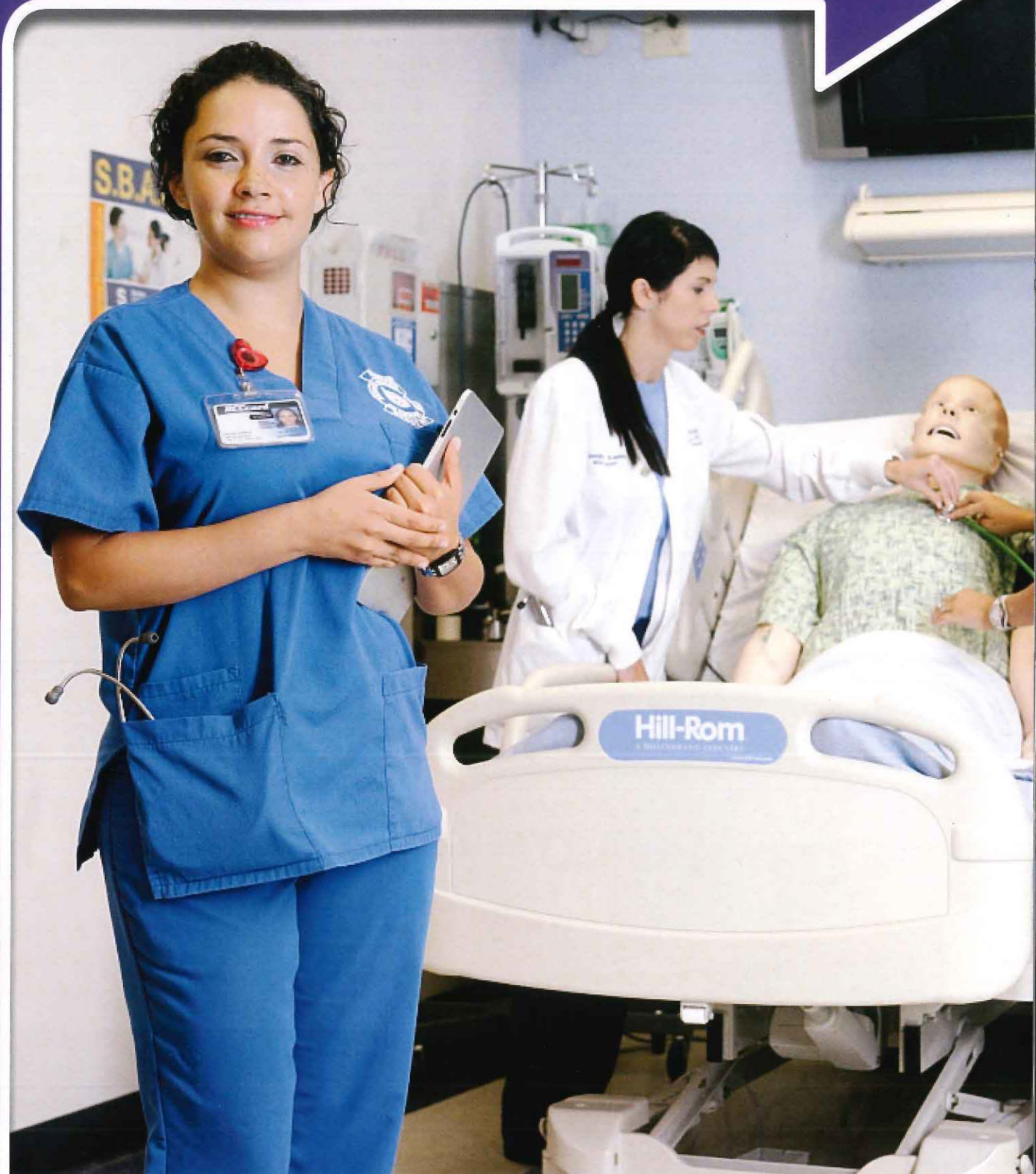


*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

Health Sciences Pathway Brochure

**Industry, Manufacturing, Construction &
Transportation Pathway Brochure**

HEALTH SCIENCES



Health Sciences

Do you like to help people? As our population ages, the need increases for more healthcare professionals trained in the latest technologies. Get hands-on training and participate in clinical internships in a variety of health care career paths that will help you gain direct patient care, imaging and diagnostics, or health informatics experience.

BACHELOR'S DEGREES

- » RN-BSN Baccalaureate Degree

ASSOCIATE IN ARTS TRANSFER OPTIONS:

- » Therapeutic Recreation
- » Health Service Administration
- » Occupational/Physical Therapy

INDUSTRY CERTIFICATIONS:

- » Registered Health Information Technician (RHIT)
- » Certified Medical Assistant (CMA)
- » Registered Technologist (Radiography)
- » Registered Technologist (Radiation Therapy)
- » Certified Dental Assistant (CDA) National Cert
- » Registered Dental Hygienist (RDH) National Cert
- » Certified Radiologic Technologist
- » Emergency Medical Technician (EMT)
- » EMT-Basic
- » Florida Expanded Duties (Dental Assisting)
- » Licensed Dental Hygienist
- » Massage Therapy
- » Paramedic (EMT-P)
- » Florida Physical Therapist Assistant
- » Registered Nurse (RN)
- » Licensed Optician
- » Certified Radiation Therapy Technologist
- » Registered Respiratory Therapist (RRT)
- » Paramedic (EMT-P) National Cert
- » Certified Nuclear Medicine Technologist

ASSOCIATE IN SCIENCE DEGREES:

- » Dental Assisting
- » Dental Hygiene
- » Diagnostic Medical Sonography Technology
- » Emergency Medical Services
- » Health Information Technology Management
- » Medical Lab Technology- **NEW**
- » Nuclear Medicine Technology
- » Nursing
- » LPN/RN Nursing Transition
- » Physical Therapist Assistant
- » Radiation Therapy
- » Radiography
- » Respiratory Care
- » Vision Care- Opticianry

CERTIFICATE PROGRAMS:

- » Dental Assisting
- » Medical Assistant
- » Massage Therapy
- » Emergency Medical Technology
- » Nuclear Medical Specialist
- » Paramedic
- » Pharmacy Technician
- » Radiation Therapy Specialist

CONTINUING EDUCATION

Don't know if a degree is for you or want to upgrade the skills you already have? Find out about our continuing education courses by visiting:

www.broward.edu/ce

BUILD YOUR EDUCATION

Bachelor's Degree

Associate in Arts/Science Degree

Technical Certificate





ACCELERATED OPTIONS:

YOU LEARNED IT NOW EARN CREDITS FOR IT.

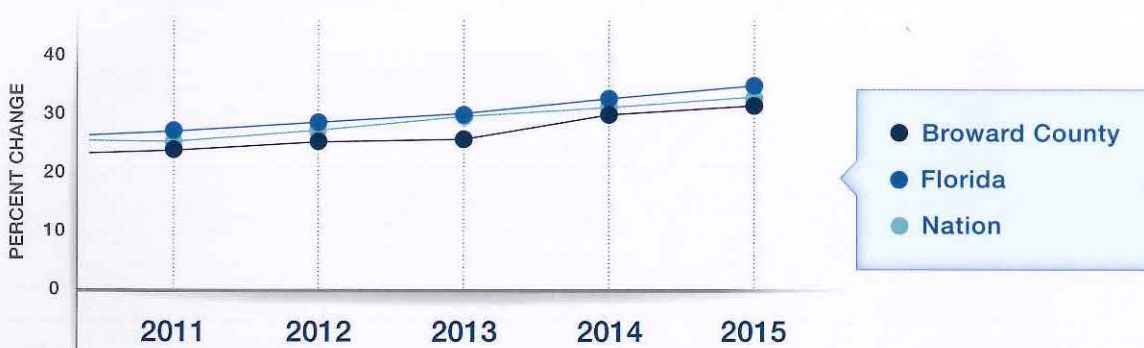
- » Credit-by-Exam
- » Dual Enrollment
- » Articulated Credits from High School or Technical College
- » Earned Industry Credentials
- » Prior Learning Assessment
- » Armed Forces Education Experience

www.broward.edu/accelerated

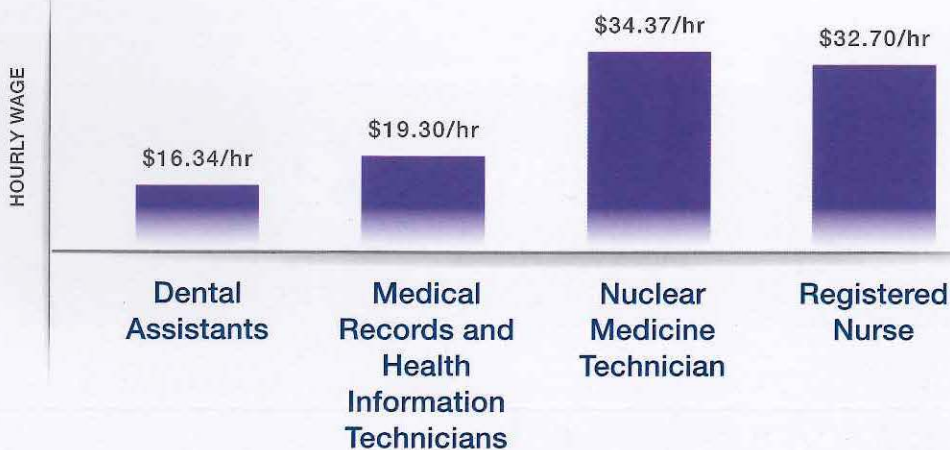
Economic Modeling, Inc. Analyst sourced the employment information, 2015



JOB GROWTH OUTLOOK



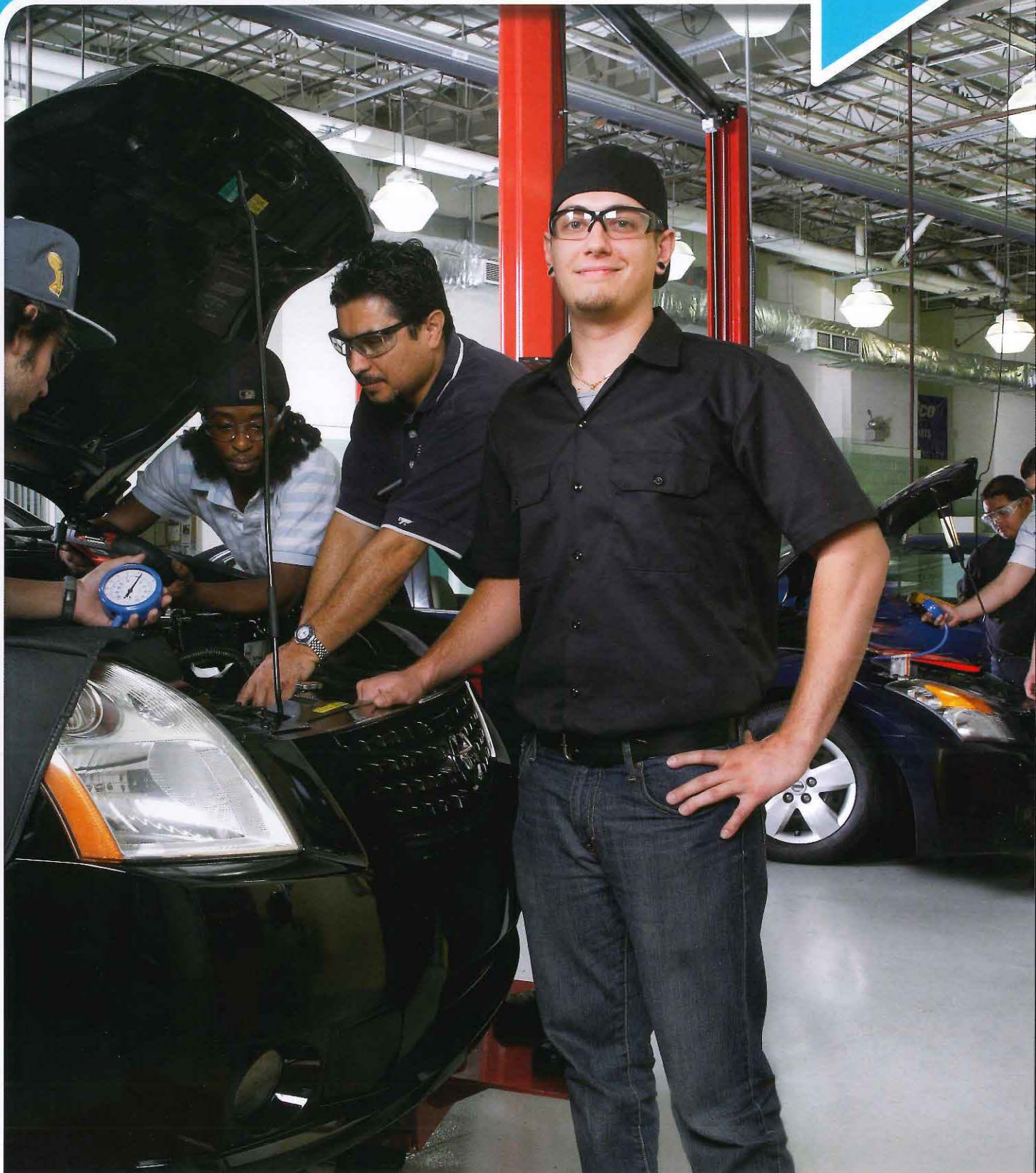
MEDIAN BROWARD COUNTY WAGE



Career Pathways



INDUSTRY, MANUFACTURING, CONSTRUCTION & TRANSPORTATION



Industry, Manufacturing, Construction & Transportation

Transform your ideas to plans and your dreams into reality by taking your analytical skills to the next level. Your dream to fly an airplane or to help plan a beautiful building can be achieved when you enroll in one of Broward College's exciting programs listed below. Get started today.

BACHELOR'S DEGREES

- » Supply Chain Management

ASSOCIATE IN ARTS TRANSFER OPTIONS:

- » Aerospace Engineering
- » Architecture
- » Transport Management
- » Urban and Regional Planning

ASSOCIATE IN SCIENCE DEGREES:

- » Aviation Administration- **NEW**
- » Aviation Maintenance Management
- » Automotive Technology-
Dealer Specific
- » Automotive Service Management
Technology
- » Building Construction Technology
- » Engineering Technology
- » Industrial Management Technology
- » Marine Engineering Management
- » Professional Pilot Technology
- » Supply Chain Management Operations

CERTIFICATE PROGRAMS:

- » Airport Management
- » Aircraft Airframe Mechanics
- » Alternative Energy Systems Specialist
- » Automotive Service Technician
- » Aircraft Powerplant Mechanics
- » Avionics
- » Biomedical Engineering Technology
- » Building Construction Technology Specialist
- » Commercial Flight Operations
- » Electronics Aide
- » Engineering Technology Support Specialist
- » General Automotive Service Technician
- » Logistics & Transportation Specialist
- » Multiple Marine Certificates

INDUSTRY CERTIFICATIONS:

- » Composite Boat Builder Certification
- » Diesel Engine & Support Systems Certification
- » Marine Electrical Certification
- » Gasoline Engines & Support Systems Certification
- » Marine Systems Certification
- » Refrigeration & A/C Certification
- » Multiple FAA Certificates

CONTINUING EDUCATION

Don't know if a degree is for you or want to upgrade the skills you already have? Find out about our continuing education courses by visiting:

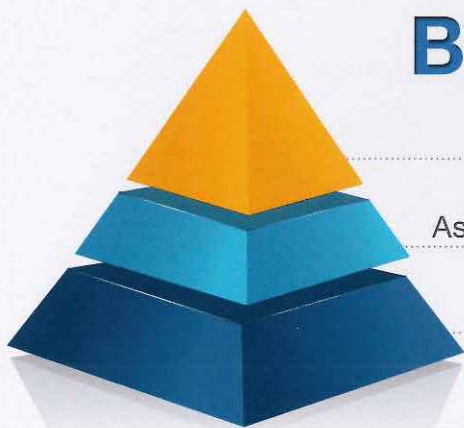
www.broward.edu/ce

BUILD YOUR EDUCATION

Bachelor's Degree

Associate in Arts/Science Degree

Technical Certificate





ACCELERATED OPTIONS:

YOU LEARNED IT NOW EARN CREDITS FOR IT.

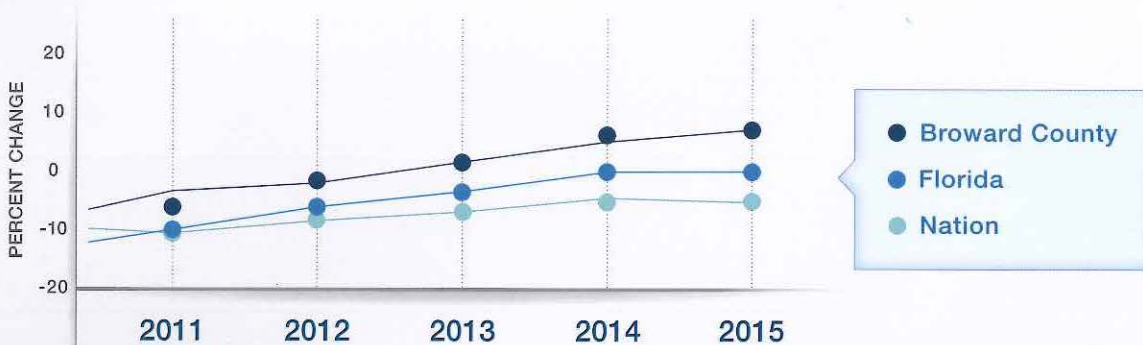
- » Credit-by-Exam
- » Dual Enrollment
- » Articulated Credits from High School or Technical College
- » Earned Industry Credentials
- » Prior Learning Assessment
- » Armed Forces Education Experience

www.broward.edu/accelerated

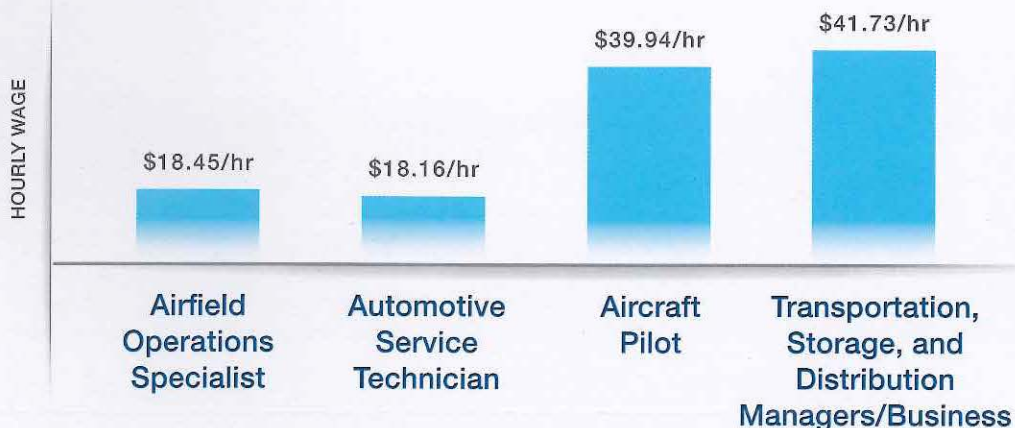
Economic Modeling, Inc. Analyst sourced the employment information, 2015



JOB GROWTH OUTLOOK




MEDIAN BROWARD COUNTY WAGE



Career Pathways



INDUSTRY, MANUFACTURING, CONSTRUCTION & TRANSPORTATION

Majors of study:

- Aviation
- Professional Pilot
- Marine Engineering
- Engineering Technology
- Automotive Technology/Service Mgmt
- Building Construction

ARTS, HUMANITIES, COMMUNICATION & DESIGN

Majors of study:

- Liberal Arts
- Digital Media
- Web Development
- Music Technology
- Multimedia
- Graphic Design
- Mass Communication

BUSINESS

Majors of study:

- Accounting
- Business Administration
- Entrepreneurship
- Global Trade & Logistics
- Hospitality & Tourism
- Marketing
- Paralegal Studies
- Supervision & Management

SOCIAL BEHAVIORAL SCIENCES & HUMAN SERVICES

Majors of study:

- Counseling
- Psychology
- Sociology

HEALTH SCIENCES

Majors of study:

- Nursing
- Pharmacy Tech
- Physical Therapy
- Vision Care
- Nuclear Medicine
- Diagnostic Medical Sonography
- Emergency Medical Services
- Mental Assisting/Hygiene
- Health Information Technology

PUBLIC SAFETY

Majors of study:

- Crime Scene
- Criminal Justice
- Law Enforcement
- Corrections Officer
- Fire Science Technology

SCIENCE, TECHNOLOGY, ENGINEERING & MATH

Majors of study:

- Engineering
- Computer Information Technology
- Computer Programming/Analysis
- Pre-Med
- Life Sciences
- Internet/Networking
- Environmental Science

EDUCATION

Majors of study:

- Education
- Exceptional Student Education
- Secondary Education
- Middle Grades Education
- Early Childhood Education
- Child Care Center Management
- Infant/Toddler/Preschool





*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

President's Letter of Delegation of Authority

Administrative Authority Policy – 6Hx2-2.01



Office of the President
Willis Holcombe Center
111 East Las Olas Boulevard, Fort Lauderdale, FL 33301
Phone: 954-201-7401

Gregory A. Haile, Esq., President

MEMORANDUM

To: Bridgett Jackson, GOC III, Bureau of General Services
From: Gregory A. Haile, Esq., President
Date: September 7, 2018
Re: Contracts and Signature Authority (Policy 6Hx2-1.14)

On October 23, 2012, The District Board of Trustees of Broward College (the "Board of Trustees"), Florida approved policy 6Hx2-1.14 regarding contracts and the delegation of authority to execute contracts on behalf of the College. Based on this policy, the Board of Trustees has delegated its signature authority for contracts with an expense not exceeding \$325,000.00 to the College, which, once signed, are reported to the Board of Trustees at the next regular meeting. Contracts with an expense exceeding \$325,000.00 must be authorized by the Board of Trustees before the College can execute the contract.

The corresponding procedure to policy 6Hx2-1.14 requires:

- Contracts that have been approved by the Office of General Counsel and have an expense not exceeding \$65,000 may be signed by the College president, a senior vice president, a campus president, a vice president, or an equivalent position as defined by Human Resources.
- Contracts that have been approved by the Office of General Counsel and have an expense not exceeding \$195,000.00 may be signed by the College president or a senior vice president.
- Contracts that have been approved by the Office of General Counsel and have an expense not exceeding \$325,000.00 may be signed by the College president or a senior vice president.
- Contracts with an expense of \$325,000.00 or more must be authorized by the Board of Trustees before the President or his designee can execute the contract.

For your convenience, enclosed is a copy of the policy and procedure, and a list of the President's current designees.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Haile".

Gregory A. Haile, Esq.

President

Enclosures

President's Designees

Senior Vice Presidents

- Thomas W. Olliff, Senior Vice President for Administrative Services
- Dr. Marielena P. DeSanctis, College Provost and Senior Vice President for Academic Affairs and Student Services

Vice Presidents

- Patti Barney, Vice President, Information Technology
- Dr. Sunem Beaton-Garcia, Central Campus President
- Tony Casciotta, Deputy Vice President, Information Technology
- Dr. Mildred Coyne, Executive Director, Workforce Education and Economic Development
- John Dunnuck, Vice President, Operations
- Dr. Denese Edsall, Executive Director, Human Resources and Equity
- Dr. Rolando Garcia, South Campus President
- Steven Gross, Executive Director, Marketing & Strategic Communications
- Lacey D. Hofmeyer, Esq., General Counsel and Vice President, Public Policy & Government Affairs
- Jayson Iroff, Chief Financial Officer
- Nancy O'Donnell-Wilson, Vice President for Advancement and Executive Director, Broward College Foundation
- Dr. Avis Proctor, North Campus President
- Dr. David Shulman, Online Campus President
- Janice Stubbs, Vice President, Student Services

Policy Manual



Title: General Powers, Duties, and Responsibilities of the President	Number: 6Hx2-2.01
Legal Authority: <i>Fla. Statutes</i> 1001.65; 1012.855 <i>Fla. St. Bd. of Ed. Admin. Rules</i> 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

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
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Policy Manual



Title: General Powers, Duties, and Responsibilities of the President	Number: 6Hx2-2.01
Legal Authority: <i>Fla. Statutes</i> 1001.65; 1012.855 <i>Fla. St. Bd. of Ed. Admin. Rules</i> 6A-14.0261; 6A-14.0262	Page: Page 2 of 4

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
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Policy Manual



Title: General Powers, Duties, and Responsibilities of the President	Number: 6Hx2-2.01
Legal Authority: <i>Fla. Statutes</i> 1001.65; 1012.855 <i>Fla. St. Bd. of Ed. Admin. Rules</i> 6A-14.0261; 6A-14.0262	Page: Page 3 of 4

- 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
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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
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*Critical Occupation Response through Education (CORE) -
Life Sciences Grant Proposal*

**Additional
Letters of Commitment/Support**



BROWARD LEGISLATIVE DELEGATION

Broward County Governmental Center | 115 South Andrews Avenue, Room 429 | Fort Lauderdale, Florida 33301
Phone 954-357-6555 | Fax 954-357-6041 | Email: DelegationInfo@broward.org

Rep. Shevrin Jones
CHAIR

Sen. Perry E. Thurston, Jr.
VICE CHAIR

SENATORS

Senator Kevin Rader
District 29

Senator Lauren Book
District 32

Senator Perry E. Thurston, Jr.
District 33

Senator Gary Farmer
District 34

Senator Oscar Braynon, II
District 35

REPRESENTATIVES

Representative Patricia Hawkins-Williams
District 92

Representative Chip LaMarca
District 93

Representative Bobby DuBose
District 94

Representative Anika Omphroy
District 95

Representative Kristin Jacobs
District 96

Representative Dan Daley
District 97

Representative Michael Gottlieb
District 98

Representative Evan Jenne
District 99

Representative Joe Geller
District 100

Representative Shevrin Jones
District 101

Representative Sharon Pritchett
District 102

Representative Cindy Polo
District 103

Representative Richard "Rick" Stark
District 104

Representative Ana Maria Rodriguez
District 105

DELEGATION STAFF

Andrea C. Knowles, Executive Director
Sean Shaw, Delegation Counsel
Sydni B. Wilson, Administrative Coordinator

January 6, 2020

Governor Ron DeSantis
Plaza Level 05, The Capitol
400 South Monroe Street
Tallahassee, FL 32399-0001

Dear Governor DeSantis,

This letter is to show our support of Broward College's application to the Florida Job Growth Fund Grant for the Critical Occupations Resource through Education – Life Sciences (CORE-Life Sciences) project. Broward College is poised to provide the needed workforce training in the Life Sciences Industry cluster that will create a ready workforce in Broward County that can take advantage of the middle skill, high paying targeted occupations in our market.

The *CORE - Life Sciences* represents a dynamic and strong partnership between Broward College and the Urban League of Broward County, as well as regional stakeholders to develop an innovative and lasting workforce education model with countywide impact. The *CORE - Life Sciences* project 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. The project strategies will also help employers meet industry demand and market forecasts in Florida's targeted industry of Life Sciences, as it specifically relates to Healthcare, and advanced manufacturing of medical devices, equipment and supplies.

Broward College's request, for \$3.75 million allocates additional vital equipment and resources needed to provide 1,050 participants with workforce training over a 3-year period. An investment in Broward College's application, is truly an investment in 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 ask for your full support of this application and the efforts to serve the community we represent.

Sincerely,

State Representative Shevrin Jones
Broward Legislative Delegation, Chair
for the Membership of the Broward Legislative Delegation



MEMORIAL REGIONAL HOSPITAL • JOE DIMAGGIO CHILDREN'S HOSPITAL
MEMORIAL HOSPITAL WEST • MEMORIAL HOSPITAL PEMBROKE • MEMORIAL MANOR
MEMORIAL HOSPITAL MIRAMAR • MEMORIAL HOSPITAL SOUTH

December 10, 2019

Gregory A. Haile
President
Broward College
111 E. Las Olas Blvd., Suite 1207
Fort Lauderdale, FL 33301

Dear President Haile,

On behalf of my company, Memorial Healthcare System, I am pleased to support Broward College's Application seeking funding from the Florida Job Growth Fund Workforce Training Grant opportunity for training in the Life Sciences industry – particularly the Health Care sector. Our company is a public healthcare system serving South Florida. Because of the available skilled workforce, Memorial Healthcare System is one of the many companies in Broward County that are prospering.

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

Sincerely,

A handwritten signature in cursive script that reads 'Mimi Weber'.

Mimi Weber, M.S., R.N.

Administrative Director/Chief Learning Officer

Organizational Development