FLORIDA DEPARTMENT of ECONOMIC OPPORTUNITY

2021-2022 Florida Job Growth Grant Fund
Workforce Training Grant Proposal

Proposal Instructions: Please read this document carefully and provide the information requested below. Some questions may request that a separate narrative be completed. If additional space is needed, attach a word document with your entire answer.

Entity Information

Name of Entity: Tallahassee Community College

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

Primary Contact Name: Steven Solomon
    Title: Director of Grants and Special Projects
    Mailing Address: 444 Appleyard Drive
                  Tallahassee, FL 32304
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Secondary Contact Name: Amy Bradbury
    Title: Director of Financial Services
    Phone Number: 850 201-8519

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.

Please See Attached Sheet

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

Please See Attached Sheet

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

Please See Attached Sheet

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

Please See Attached Sheet

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

Please See Attached Sheet

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.

Please See Attached Sheet

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.

Please See Attached Sheet

B. Does the proposal align with Florida's Targeted Industries?
(View Florida's Targeted Industries here.)   ◉ Yes   ○ No

    If yes, please indicate the specific targeted industries with which the proposal aligns.
    If no, with which industries does the proposal align?

Please See Attached Sheet

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List?
(View Florida's Demand Occupations Lists here.)   ◉ Yes   ○ No

    If yes, please indicate the specific occupation(s) with which the proposal aligns.
    If no, with which occupation does the proposal align?

Please See Attached Sheet

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.

Please See Attached Sheet

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

Please See Attached Sheet

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

        2021   Indefinitely

Begin Date:_____   End Date:_____

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

Please See Attached Sheet

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.

Please See Attached Sheet

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.)

Please See Attached Sheet

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

Please see attached letters of support

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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 $ 1,691,158.00
Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding Sources:

City/County	$	
Private Sources	$	
Other (grants, etc.)	$ 4,000,000.00	Please Specify: TCC is committing $4 mil
Total Other Funding	$ 4,000,000.00	

B. Workforce Training Project Costs:

Equipment	$ 1,691,158.00	
Personnel	$	
Facilities	$	
Tuition	$	
Training Materials	$	
Other	$	Please Specify: _____
Total Project Costs	$ 1,691,158.00	

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.

Please See Attached Sheet

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)?

Approval of College President, Dr. Jim Murdaugh

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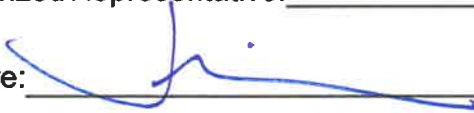
    i.   Provide the schedule of upcoming meetings for the group for a period of at least six months.

    ii.   State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.

C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.

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

Name and Title of Authorized Representative: Jim Murdaugh, President

Representative Signature:

Signature Date: 10/25/21

1. **Program Requirements**

   A. *Provide the title and a detailed description of the proposed Training Program.*

Tallahassee Community College (TCC) is recognized as a regional leader in healthcare education. We offer programs on TCC's main campus and at the new Ghazvini Center for Healthcare Education, a state-of-the-art healthcare learning facility. These programs include 11 certificate programs, 8 Associate of Science (AS) Degree programs, and one Bachelor of Science Degree program in nursing. These programs prepare students for high demand careers in healthcare. The division's full-time and adjunct faculty provide excellent teaching in classroom and laboratory settings and students also receive valuable training through hands-on experience at area clinical sites. The learning environment we provide our students defines their success at the next level, and we work to continually elevate that experience for the student of the 21st Century. To meet the healthcare needs of our community during these unprecedented times we are expanding and growing our healthcare programs. As a result of this expansion TCC is construction a new simulation center and needs new simulation equipment. We are asking for funding from Florida Job Growth to allow us to purchase new simulation equipment for our new simulation center. This is a vital and necessary expense that will allow us to continue to expand our healthcare program and be as responsive to our community as possible.

Our current state-of-the-art simulation center was granted national accreditation from the Society for Simulation in Healthcare in 2015.   TCC is only the second community college in the U.S. and the second facility in Florida to earn this distinction. As TCC continues to grow its healthcare student population, so too must we grow the teaching/learning spaces that house the program. TCC's current simulation center is a 5,000 square foot state of the art facility used for training future and current healthcare professionals across all of our healthcare programs. The simulation center is located on the second (main) floor of Ghazvini Center for Healthcare Education. The Center has a total of six simulation rooms, three control rooms, one skills lab, three HeartCode® rooms, and two debriefing rooms. The simulation suites are designed as hospital rooms and provide real-life simulated experiences for the students in the Nursing, Emergency Medical Services, Respiratory Care, Radiologic Technology, and Dental programs. A variety of simulators are available to students. Each simulator is unique and presents different features that can be used when training our students on specific skills.

The simulation center currently has 14 adult, four pediatric, two infant, one newborn, and one maternal simulator. These simulators allow staff to present different scenarios to students with the purpose of improving patient safety. In conjunction with faculty, the simulation center staff develops simulations that incorporate the use of team work, communication, and psychomotor skills. In addition to the patient simulators, TCC's Simulation Center also has four Virtual IV trainers and four complete HeartCode® systems that allow students to obtain ACLS and BLS certification for Healthcare providers.

The simulation center is no longer big enough to the needs of our growing and expanding healthcare programs. As such, the College is undertaking a $4 million expansion to include a new 5,600+ square foot space buildout also located on the 2nd (main) Floor of the Ghazvini Center. Because of this expansion TCC needs new simulation equipment. TCC is requesting equipment for simulation-based training for students to mimic ER and patient rooms for nurses and other healthcare program students to practice inter-professional and interdisciplinary techniques, provide practice in accessing and using electronic health records, and train with less physical contact. This simulation-based training also features online training events, allowing students to gain experience providing health care in remote settings. Including simulation-based training will also alleviate competition for clinicals in hospitals and clinics. Simulation experiences can be videotaped and uploaded to online learning platforms and accessed by students for preparatory and remedial experiences. The Journal or Nursing Regulation found that

simulation is becoming more common, with many state nursing boards allowing simulation to replace clinical time. This has become especially true during the COVID pandemic.

The TCC healthcare education unit began in 1970 and graduated its first class of fourteen nurses in 1972. TCC nursing graduates are hired locally as well as throughout the state and nation. Tallahassee Community College's nursing education unit is highly regarded by the community it serves. Administration, faculty, and staff work together to provide high quality instruction and pathways for student success. The program's NCLEX first-time test takers' pass rates continue to exceed state and national averages. Year to date the pass rate for first-time test takers is 99.07% compared to the state rate of 80.74% and the national rate of 88.29%. Employers within the community pursue TCC nursing graduates for employment opportunities in their organizations. TCC faculty and administration are proud of the reputation of its graduates in the healthcare community. In addition, the Tallahassee Community College Online Nursing Degree program has been ranked no. 1 in the nation for affordability. Education Reference Desk, a nationally recognized provider of college planning resources, "This ranking reflects the commitment of our faculty to academic excellence and their dedication to ensure that our students are prepared for the workforce," said Madeline Pumariega, Former Executive Vice President and Provost. "Nursing students, like so many TCC students balance life and work while they excel at completing their educational goals and this recognition also speaks to the College's mission to make college affordable for our students."

To meet the ever-growing healthcare needs of our region TCC is now begin offering a traditional AS nursing program in the evenings. Currently, TCC graduates approximately 100 students each year from the associate degree nursing program. Our goal is to double this. Both of our local hospitals and wider region have expressed the need for more registered nurses and have asked TCC to increase the number of nursing graduates. The plan is to increase the number of students admitted into the traditional nursing program by twenty (20) students each fall and spring semester in conjunction with admitting twenty-four (24) students in the summer semester into the healthcare professionals to registered nurse program until enrollment is doubled. We are proposing to increase the number of students admitted each fall and spring semester to seventy-six (76) students and offer two (2) sections of each course. There will be thirty-eight (38) students in each section.

TCC has also implemented a Healthcare Professionals to RN program option to help meet the healthcare community's need for registered nurses. The plan will start with a small class size of twenty-four (24) students who are licensed as respiratory therapists, paramedics, and practical nurses. This program option will be delivered in hybrid format as it is recognized that these students are already healthcare professionals who are employed in their respective fields which makes attending in-person classes difficult.

Simulation-based training will be implemented across all of our healthcare programs, including home health/assisted care, nursing, emergency medical and technician training to name a few. By participating in reality-based simulations with their colleagues on teams, healthcare students will gain experience, skills, and confidence, which will reduce recruitment and retention barriers of community and public health nurses. Reducing recruitment and retention barriers addresses gap in the current public health nursing workforce. Midlands Technical College conducted a study evaluating the occupational outcomes of simulation-based training in Health Care careers. The BOOST simulation study concluded that program participants received a more "level playing field," and end results included higher income wages from alternative program pathways, higher GPAs, quicker program completion rates (fewer semesters), and earned more credentials/credit hours than the control group. By utilizing simulation-based training, we are providing students with a safe and effective way to complete their contact hours while simultaneously not overwhelming local hospitals and clinics during the ongoing COVID-19 pandemic.

The Florida Center for Nursing forecasts a statewide shortage of nurses of up to 40% by 2025. This report also addresses the priorities of retention, simulation training, and increasing new nurse graduates. The Florida Center for Nursing also states, "Nursing education programs must realistically prepare students for the demanding nature of nursing work. A substantial number of newly licensed nurses leave within the first year of their careers, which indicates that the expectations many prospective nurses have may be realistic."

> B. *Describe how this program supports programs at state colleges or state technical centers.*

This project will allow TCC to continue its history of primarily serving non-traditional (students age 21 or older) and incumbent workers who want to learn new marketable technical skills in a demand occupation and industry area or to upgrade their current skills. This program is designed to spur economic development and increase the technical skills and workforce readiness of the workforce. Throughout the state and nation educational institutions are joining forces with the business and community to create a difference in their workforce and economic development landscape. It is recognized that no individual group can address the challenges facing communities. By bringing together key stakeholders and leveraging existing curriculum and faculty talent, the odds of making a positive difference increase exponentially. These sectors also align with CareerSource Florida targets, assuring the talent pipeline serves what area employers seek in skills for job creation.

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

The majority of our certificate and degree programs are designed to build off of each other and be stackable. These stackable certificates then help meet the requirements of our more advanced degree programs.

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

TCC is one of 28 members of the Public Florida College System and has extensive experience in managing large federal, state and private awards and has all of the necessary infrastructure including a Sponsored Program Office, in place to assure successful support and fiscal monitoring of this project. The College has operated for over 50 years and now has seven campus locations in its three-county service district. In addition to the main campus in Tallahassee, the College also has service centers in Gadsden and Wakulla counties, and in downtown Tallahassee. TCC's healthcare professions programs are housed in the Ghazvini Center for Healthcare Education adjacent to Tallahassee Memorial Healthcare. The College also operates the Gadsden County-based Florida Public Safety Institute, home to the Pat Thomas Law Enforcement Academy.

TCC has a successful record of supporting long-term unemployed and underemployed residents with training for in-demand careers. Its workforce programs are specifically designed to recruit and work with this population. Partnering with CareerSource and other community-based partners, the College facilitates collaboration to recruit and create new programs that serve the community. TCC is an inclusive institution that welcomes all who desire to learn, regardless of wealth, heritage or previous academic experience. The College serves all segments of society by providing an open-door to postsecondary education and training to all. TCC's responsiveness to community needs is demonstrated by its comprehensive programming portfolio. The range of programs that is offered, from short-term skills and adult basic education/ESL to high-demand workforce and transfer programs, fuels the development of both individuals and the community and serves as an engine for economic development.

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

This proposal is largely based on existing criteria and curriculum frameworks already established by the Florida College System and TCC. Since this proposal supports existing programs offered for years at TCC and already approved by the college's Board of Trustees, the Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC) and the United States Department of Education (USDOE), many participants can leverage Federal Financial Aid. TCC for a number of years has actively supported the offering of industry recognized certifications college-wide by pairing relevant certifications with technical training programs (Associate in Science, College Credit Certificates, CTE and Continuing Workforce Education) to enhance the employment of TCC students, but also meet the demands of Florida employers. These standards and curriculum frameworks align well across Florida's Technical Centers as well as the college system and articulations to state universities.

G. *Describe how this proposal will promote economic opportunity by enhancing workforce training.*

The proposal has a dual focus which includes workforce development and economic development. The training targeted by the grant will address those seeking to gain employment in an in-demand healthcare workforce areas and those currently employed in the workforce who are in need of a skills upgrade in order to advance in their current job or secure a wage increase. Additionally, the grant will afford the opportunity for a direct partnerships with healthcare employers who understand the importance of talent development that with a trained workforce their businesses can operate much more efficiently and effectively.

- *Please include the number of jobs anticipated to be created from the proposed training.*

We anticipate creating well over 1,000 jobs over the next three years.

- *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.*

Healthcare employers need qualified, trained workers. These training programs will provide those employees. This allows employers to reduce their hiring costs, reduce employee turnover and increase productivity/profitability. Additionally, TCC will partner with economic development organizations (i.e., EDCs) to attract new industries or assist with the expansion of existing industries in the region and the state that utilize these programs. This information is currently tracked by EFI and DEO. The partners will evaluate the impact of these programs on those new or expanding industries/employers. Currently TCC tracks students as required by the state to show program ROI and effectiveness (Performance Based Funding). TCC will track students to show program ROI and effectiveness. The following metrics will be used: 1) training completion; 2) industry recognized certifications awarded; 3) increase in incumbent worker wages.

2. **Additional Information:**

A. *Is this an expansion of an existing training program?*

Yes, this is an equipment purchase that will allow us to expand our current healthcare programs and train more healthcare students.

B. *Please indicate the targeted industries with which the proposal aligns*

Regarding Health Care, according to FDEO, the second highest in-demand occupation in the state of Florida is Nurse Practitioners with an anticipated growth rate of 31% over the next seven years; Home Health Aides rank fifth with an anticipated growth of 26%; and Medical Assistants rank sixth with anticipated growth rate of 25% over the next seven years. Additionally, the FDEO identifies Registered Nurses as number two for the most job creation, with 198,145 jobs available in 2019 and an anticipated 225,537 jobs available by 2027. Health Care is listed in the 2020-2021 Florida Statewide Demand Occupations List. Additionally, this sector is especially prevalent during the ongoing pandemic, building a stable future this industry.

C. *Please indicate the occupation(s) with which the proposal aligns.*

The following occupations include:
- Dental Hygienist
- Emergency Medical Services
- Nurse
- Radiologic Technologist
- Respiratory Care Therapist
- Certified surgical technologist
- Emergency Medical Responder
- Surgical Technologist
- Paramedic
- Dental Assisting Technology and Management
- Central Sterile Processing Technician
- Nurse Assistant

D. *Indicate how the training will be delivered.*

Training is delivered online and in person at the Ghazvini Center for Healthcare Education campus that features more than 85,000 square feet of learning space devoted to emergency medical services, nursing, radiologic technology, respiratory care, pharmacy technology, and surgical technologies. The Center is located in the heart of Tallahassee's medical corridor and is equipped with cutting-edge technology, allowing students to strengthen and apply their skills in simulated real-time settings. The facility houses classrooms, conference rooms, a one-of-a-kind onsite library/learning commons, laboratory space, an accredited simulation center, a computer lab, and administrative offices.

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

Healthcare Program	2021-22	
	Enrollments	Completers
AS-Dental Hygiene	69	60
AS-Emergency Medical Services	46	40
AS-Nursing	355	300
AS-Radiologic Technology	55	45
AS-Respiratory Care	43	35
AS-Surgical Services	35	24
ATD-Dental Assisting Technology and Management	28	20
ATD-Emergency Medical Technician	66	60
BSN-Nursing	99	75
CCC-Central Sterile Processing Technologist Certificate	20	15
CCC-Paramedic	22	15
PSAV: Nurse Assistant-Long Term Care Nurse Assistant-Long Term Care	55	49

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

This dependes upon which type of program the student enrolls in. The AS degree programs are two years, certificate programs vary from a period of months to a year.

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

Sustainability of the program will be addressed using a tiered approach which includes but is not limited to the following: 1) Financial Aid 2) Employer Sponsorship 3) Self-pay 4). Coordination with the CareersSource system of workforce boards to ensure approval of the training programs.

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

Healthcare Programs	CIP Code
AS (Associate of Science Degree): Dental Hygiene	51.0602
AS (Associate of Science Degree): Emergency Medical Services	51.0810
AS (Associate of Science Degree): Nursing	51.3803
AS (Associate of Science Degree): Radiologic Technology	41.0204
AS (Associate of Science Degree): Respiratory Care	51.0908
AS (Associate of Science Degree): Surgical Services	51.0909
ATD (Applied Technology Diploma): Dental Assisting Technology and Management	51.0601
ATD (Applied Technology Diploma): Emergency Medical Technician	51.0810
BSN (Bachelor of Science Degree): Nursing	51.3803
CCC (College Credit Certificate): Central Sterile Processing Technologist Certificate	51.1012
CCC (College Credit Certificate): Paramedic	51.0904
PSAV (Postsecondary Adult Vocational Certificate Programs) Nurse Assistant-Long Term Care	51.3902

I. *Does this project have a local match amount?*

TCC's contribution will consist of:

- $2 Million Construction cost build. Please see attached schematics
- $2 Million wiring and equipment build out.

TOTAL PROJECT MATCH: $4,000,000

Budget Narrative

I. Personnel: $0

II.   Facilities: $0

III.   Tuition: $0

IV.   Training Materials: $1,691,158

- SimMan Essentials: 16 units for $1,012,341 ($63,271.31 each): SimMan® Essential is a wireless human patient simulator that represents an average-size adult patient. As a high fidelity manikin SimMan Essential teaches core skills in airway, breathing cardiac, and circulation. He comes equipped with a patient monitor that displays vitals, labs, and radiology.
- SimMan 3G Plus: 4 units for $437,452 ($109,363 each): A realistic, full body adult patient simulator, SimMan 3G PLUS is easy to operate and designed for a fully immersive simulation experience. SimMan 3G PLUS features interchangeable face skins, articulating arms, and the ability to train with real clinical devices. It combines physiological models, pre-programmed patient cases and an innovative method for managing model based simulation. Instructors can now take advantage of pre-programmed pharmacological responses for over 149 drugs and devices, repeatedly run the most complex cases with ease and adapt difficulties to challenge the skills of every student.
- Nursing Anne Simulator: 4 units for $104,072 ($26,018 each): The Anne Simulator is a healthcare simulation training product designed to represent the body of an adult female, the highly realistic female patient simulator helps learners to understand the different aspects of modern nursing education and combine them with clinical care practices.
- Newborn Simulator NewB: 2 Units for $92,457 ($46,228.50): SimNewB is a newborn tetherless simulator co-created with the American Academy of Pediatrics, designed to help improve neonatal resuscitation and to meet the specific learning objectives of neonatal resuscitation protocols.

FITZGERALD COLLABORATIVE

ARCHITECTURE   URBAN DESIGN

July 28, 2021

Project: **TCC – Ghazvini Simulation / Auditorium Renovation**

Renovated Facility Program

FC has kicked off the project to confirm the project programming with the user-group space needs. The following is a narrative describing the understood scope based on the operations tours and early project meetings. The chart is a breakdown of each primary space within the facility renovation: simulation space, storage, debrief rooms, control rooms, offices, and classroom spaces and the various spaces / needs for each. Note: each space proposed at existing auditorium is to be designed per user group priorities and space availability.

Quantity	Space	Approx. Room Dims.	Comments
	Simulation Space		
1	Skills Lab	23' x 26'	2 Beds – 520 S.F. (Proposed at existing auditorium)
2	Large Sim Room	23' x 18'	2 Beds – 391 S.F. (Proposed at existing auditorium)
1	Large Sim Room	23' x 45'	4 Beds – 442 S.F. (Proposed at existing auditorium)
2	Sm. Pt. Sim Room	10' x 11'	1 Bed – 108 S.F. (Proposed at existing auditorium)
2	Convert Study Rooms 235 & 236 into (2) Sim Labs	10' x 10' / Lab	100 S.F. ea. Full virtual reality simulator labs. Remove existing wall between study rooms, install blackout shades on exterior windows and operable shades on corridor windows for optional group observation. Provide lockable storage cabinet / cart for equipment so room can still be used as a flex space or study room when not in use.
1	Convert Lab 110 and Storage 110A into EMS Lab	20' x 58'	Homecare stations layout would include a simulated apartment layout to include living room, dining room, kitchen (simulated equipment), bedroom and a bathroom. These rooms shall be portable with the ability to be reorganized into various layouts for training purposes.
	Storage		
1	Storage Room at Stairs S201	9' x 26'	~ 250 S.F. – Pending Code Review
1	Storage Room at Stairs S101	4' x 26'	~151 S.F. – Pending exploratory demo of existing CMU wall into chase
1	Convert Changing Room 106D to Storage	5' x 10'	81 S.F.
	Debrief Rooms		
2	Enclose a portion of Student Lounge for 2 Rooms	10' x 50'	Existing Debrief Room is 19'-3" x 14'
1	Convert Storage For Sims 222 into Debrief Room	12' x 20'	207 S.F.
1	Add Debrief to Auditorium if there is space	19' x 14'	~200 S.F.

	Control rooms		
1	Add Control Room to Skills Lab 204	8' x 10'	80 S.F. – Locate in NE corner of room gaining access from 204 rather than the corridor. Minimize effects with plumbing, sprinkler heads, light fixtures and windows and maintain room bed / headwall layout as is.
3	New Control Rooms for Renovated Auditorium	9' x 11'	~ 100 S.F. ea. – Locate in between Sim Rooms and/or within Sim Rooms
	Offices		
2	Renovation of the Security Office – Divide in half	9' x 13'	235 S.F. Install partition to create (2) offices. Provide sliding windows and new door.
1	Convert existing Reception desk area to office	10' x 12'	120 S.F.
	Classroom		
1	Convert Lab 111 into flex space	20' x 58'	602 S.F. Remove computer desks, provide flex desks, and update AV
1	Extend Sonography Lab 108 into changing rooms	22' x 47'	924 S.F. Incorporate changing rooms 106A, 106B, & 106C and potentially Closet 108A and R.R. 104.
	Misc.		
1	Kiosk	3' x 5'	Provide in lobby near security for students to log-in with touch screen computer kiosk. Floor standing or pedestal (32" – 55" HD Display).

Conclusion / Synopsis Statement

FC has modeled the first and second floor plan existing conditions of the Ghazvini Center for Healthcare Education in Revit to prepare for the Schematic Design Phase. Throughout the exercise, FC identified rooms that were missing dimension strings and need to be confirmed. As part of the scope of work, FC will also confirm the overall dimensions of the rooms included in the renovation. This exercise can be done in tandem with the Schematic Design Phase, as we begin to layout the above programmed spaces into the identified scope of work areas identified in Appendix B.

Next Steps

Upon Owner approval of the program, FC will begin the Schematic Design phase where we will perform initial site study. The design team will produce preliminary design plans based on the client's approved program from programming confirmation. The Schematic Design services will include the following:
-   One preliminary scope meeting to refine specific project scope.
-   The delineation of a conceptual floor plan for the building
-   One final schematic design meeting to present the proposed design solution, and to solicit feedback and comments from the Owner's team.
-   Following the final schematic design, a schematic design submittal will be delivered to the Owner for review and comment.

Attachments:
Appendix A: TCC FF&E Programming List
Appendix B: Scope of work areas
Appendix C: Project Schedule

FACILITY #1 (GCHE)
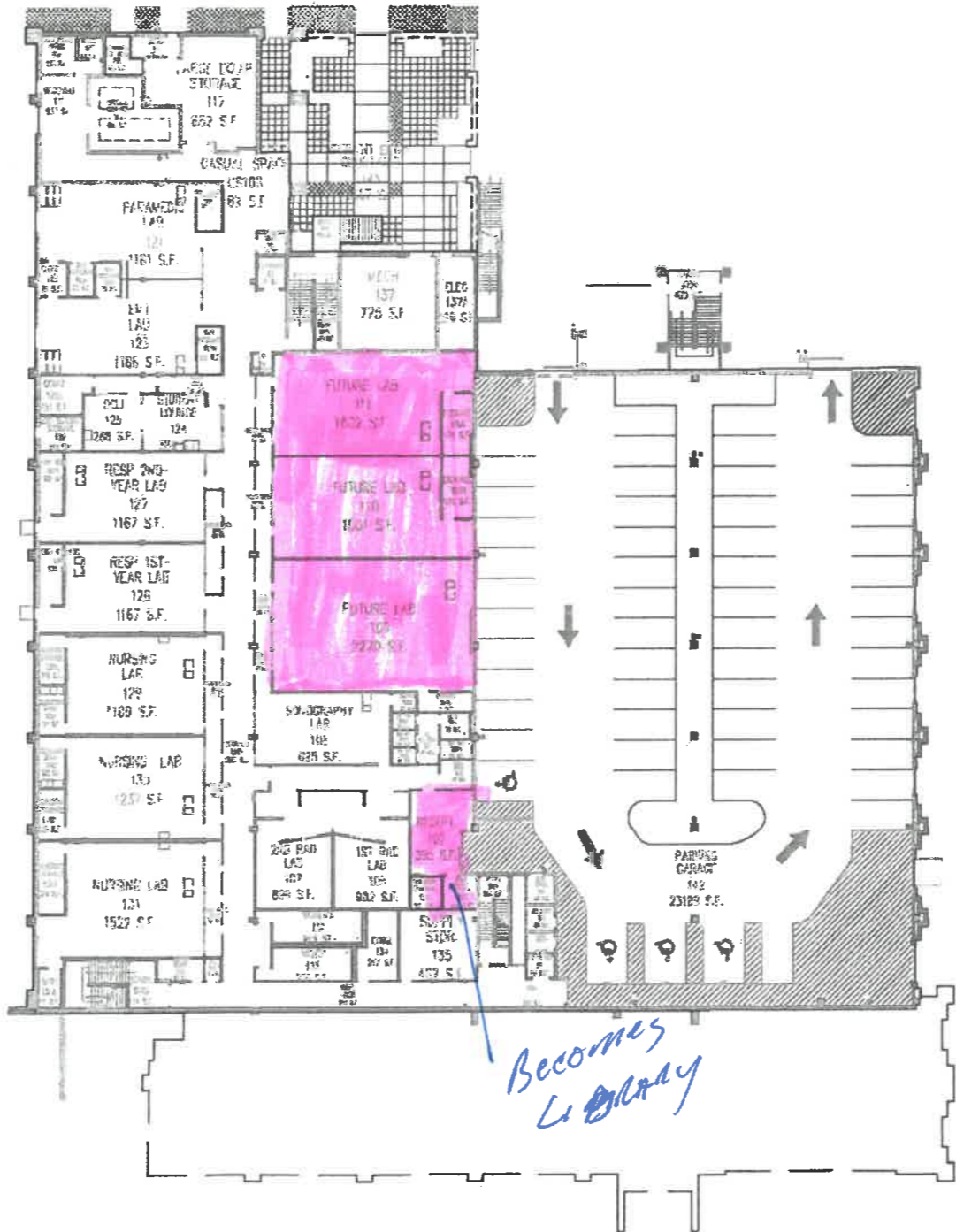GHAZVINI CENTER FOR
HEALTHCARE EDUCATION
2ND FLOOR PLAN
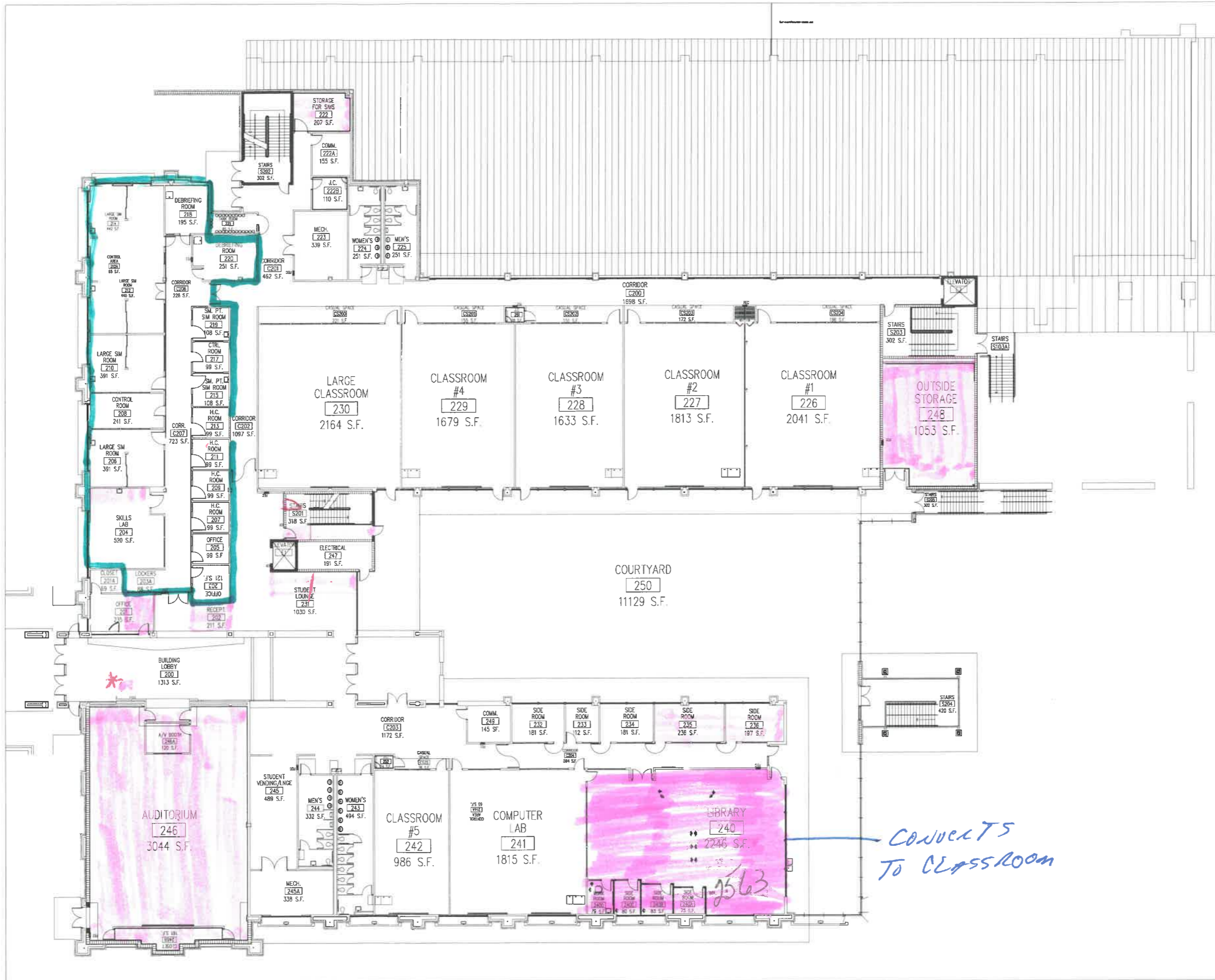
EXTERIOR COVERED AREA
0 SF
NET ROOMS
-- SF
GROSS AREA
48721 SF

REVISED BY:
AMBER REAMS
12-09-13

SCALE:
3/32" = 1'-0"

N

CONVERTS TO CLASSROOM

LARGE CLASSROOM
230
2164 S.F.

CLASSROOM #4
229
1679 S.F.

CLASSROOM #3
228
1633 S.F.

CLASSROOM #2
227
1813 S.F.

CLASSROOM #1
226
2041 S.F.

OUTSIDE STORAGE
248
1053 S.F.

CORRIDOR
C200
1698 S.F.

COURTYARD
250
11129 S.F.

AUDITORIUM
246
3044 S.F.

CLASSROOM #5
242
986 S.F.

COMPUTER LAB
241
1815 S.F.

LIBRARY
240
2246 S.F.

BUILDING LOBBY
200
1313 S.F.

SKILLS LAB
204
520 S.F.

STUDENT LOUNGE
231
1030 S.F.

Becomes Library

FACILITY #1 (GCHE)
GHAZVINI CENTER FOR HEALTHCARE
EDUCATION
1ST FLOOR PLAN

CAPITAL REGIONAL MEDICAL CENTER

April 20, 2021

Office of Policy and Budget
Executive Office of the Governor
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

To Whom It May Concern:

On behalf of Capital Regional Medical Center (CRMC), we are writing this letter in support of the Tallahassee Community College (TCC) Nursing Expansion project request for a $1.35 million investment in their simulation equipment. Expanding simulation capacity will help with required clinical training for nursing students and will further TCC's goal of doubling its registered nurse graduates. Additional graduates will help CRMC fill a critical workforce need and support our community and service region. We currently have 109 Full Time open RN positions.

TCC is a valued community partner. In response to local shortages of personal protective equipment (PPE), TCC donated gowns, gloves, face masks (surgical and N95), face shields, hair bonnets, and shoe covers to both area hospitals. CRMC offered COVID-19 vaccinations to all area colleges/universities faculty and students who would be providing direct patient care.

In 2018, CRMC made a $72,000 investment to fund non-endowed scholarships for nursing students. We have also committed to continue our support as a clinical training partner to help prepare nurses in our community.

Please support our community by investing in the expansion of TCC's nursing program.

Sincerely,

Alan Keesee, FACHE
Chief Executive Officer

April 20, 2021

Office of Policy & Budget
Executive Office of Governor Ron DeSantis
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Re: Letter of Support – Tallahassee Community College (TCC)

To Whom It May Concern:

On behalf of Tallahassee Memorial HealthCare (TMH), we are writing this letter in support of the Tallahassee Community College (TCC) Nursing Expansion budget item which allocates $1.35 million toward increasing their simulation capacity to augment clinical training hours. The ability for TCC to double its registered nursing education capacity will help TMH fill critical nursing positions that support our community and service region.   While the number is fluid, we currently have 130 vacancies for Staff Registered Nurses. TMH continues to experience significant growth as we expand healthcare coverage in our region, population growth in our community, and caring for a population that requires additional healthcare services with improved innovation and services. TMH solely employs over 1,500 nurses. With an average annual turnover, largely due to professional advancement, TMH needs to hire 350 nurses annually to keep up with current demand not factoring growth.

TCC is a valued partner and we are investing in scholarships to support these nursing students. We are also committed to continuing our support as a clinical training partner to help prepare world class nurses in our community. We have a long history of supporting TCC and its faculty and students that includes many other programs that prepare students of all ages and backgrounds for careers in health care.

Please support the students of our community and the patients of our region by investing in the TCC Nursing Expansion Program.

I may be reached at 850-431-5380 should you have any questions.

Sincerely,

G. Mark O'Bryant
President & Chief Executive Officer

GMO/dwg

Copies transmitted via email: jim.murdaugh@tcc.fl.edu

G. Mark O'Bryant
President & Chief Executive Officer

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Tallahassee, Florida 32308
(p) 850-431-5380
(f) 850-431-5883
TMH.ORG