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: Miami Dade College

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

Primary Contact Name: Dr. Lenore P. Rodicio
   Title: Executive Vice President & Provost
   Mailing Address: 300 NE 2nd Avenue
                    Miami, FL 33132
   Phone Number: 305-237-3803
   Email: lrodicio@mdc.edu

Secondary Contact Name: Teresa Grandal
   Title: Director, Resource Development
   Phone Number: 305-237-3910

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 document for entire answer

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

Please see attached document for entire answer

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

Please see attached document for entire answer

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

Please see attached document for entire answer

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

Please see attached document for entire answer

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 document for entire answer

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 document for entire answer

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 document for entire answer

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 document for entire answer

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 document for entire answer

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

Please see attached document for entire answer

_____

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

Begin Date: 01/15/20   End Date: 01/14/22

Please see attached document for entire answer

_____

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

Please see attached document for entire answer

_____

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 document for entire answer

_____

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 document for entire answer

_____

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

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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 $ _____
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.

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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 document for entire answer

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)?

Please see attached document for entire answer

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.

Please see attached document for entire answer

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 see attached document for entire answer

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: Miami Dade College

Name and Title of Authorized Representative: Lenore P. Rodicio, Executive Vice President & Provost

Representative Signature: _____

Signature Date: 11-20-2019

Miami Dade College

September 2, 2019

To whom it may concern:

I, Rolando Montoya, Interim President of Miami Dade College, hereby authorize Dr. Lenore Rodicio, Executive Vice President and Provost, to sign on my behalf as "College President" for the purpose of submitting grant proposals and conducting other grant-related business. In these grant-related matters, Dr. Rodicio shall serve as the Authorized Organizational Representative (AOR) for the College.

Sincerely,

Rolando Montoya, Ed. D.

Miami Dade College *Next Generation Occupations and Workforce* **(NOW) Initiative**
Florida Job Growth Grant Fund Workforce Grant Proposal

1. Program Requirements

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

Miami Dade College (MDC) *Next Generation Occupations and Workforce* (*NOW*) is a workforce initiative focused on preparing students for careers in fast-evolving, next generation occupations. By working with appropriate employer and industry partners, technical centers (including software and simulation developers), economic and workforce development entities, and state and local government agencies MDC will lay the foundation and activate the framework for a *NOW* **Academy** that incorporates the **FinTech** (finance and technology), **InfoTech** (information technology), and **Healthcare** industry sectors.

It only makes sense to build a comprehensive academy that cuts across sectors as the silos that traditionally separated industries are quickly becoming a thing of the past. For example, FinTech companies today are engaged in developing applications to manage healthcare billing, while also relying on cybersecurity to protect valuable financial and consumer information. Likewise, healthcare providers rely on cybersecurity experts and software to maintain compliance with federal Health Insurance Portability and Accountability Act (HIPAA) requirements. Cybersecurity finds itself working across all sectors as cybercrimes become more prevalent and intrusion techniques more sophisticated.

Preparing Florida's workforce of tomorrow, today - *MDC NOW* will bring the collective power of three state-of-the art, South Florida-based centers in business innovation and technology; cybersecurity; and learning, innovation, and simulation together to collaborate and capitalize on synergies from a network of partners to prepare students and existing employees for the occupations of tomorrow. These centers will (a) integrate and strengthen the software and simulation equipment they use to train students and industry partners and (b) expand earn-and-learn applied learning experiences, such as apprenticeships and internships, to provide on-the-job opportunities for students to accelerate career placement while provide employers the human capital needed to meet demand and expand their businesses. Through Florida Job Growth Fund investment in the *MDC NOW* model, workforce readiness will be improved, providing participants with the technical and soft skills needed to succeed, while simultaneously providing employers with a continuous pipeline of job ready workers and a sustainable academy framework that encompasses FinTech, InfoTech, and Healthcare sectors.

NOW activities will be concentrated within these venues:

➢ The **Miami Dade College Business Innovation and Technology (BIT) Center** is currently being developed with projected opening in January 2020. The BIT Center will allow students to apply business analytics tools to data management, forecasting, and data visualization, as well as to financial modeling, portfolio management, financial planning, and social and digital marketing, with a focus on integrating business analytics and FinTech classes in the Center. On its three largest campuses, MDC will equip the BIT Center and two satellite locations with the latest technology used in industry; embed analytics content in new and revised programs and courses in business analytics, financial

services, and digital marketing to be taught in these facilities; and train faculty and staff in the updated curricula. *MDC NOW* will support the latest in FinTech-related software to provide students with hands-on experience in developing and using apps and associated technology that defines FinTech.

➢ The **Cybersecurity Center of the Americas at Miami Dade College** was created to address the ever-increasing need for cybersecurity professionals, locally and throughout the region. Understanding that developing cybersecurity expertise requires practical hands-on training, MDC created a cutting-edge Security Operations Center (S.O.C.), a training facility with a state-of-the-art Cyber Range unlike any other in the region. The College's new state-of-the-art Cyber Range is one of the most advanced security training platforms available anywhere. Designed by Cyberbit, a world leader in cybersecurity, the cutting-edge Cyber Range brings students face-to-face with live cyberattacks teaching them how to detect, neutralize, and remediate incidents in real-time. *MDC NOW* will reinforce Center activities by supporting software that gives students experience facing today's most advanced cyberattacks including Ransomware, Man-in-the-Middle, SQL Injection and others. *MDC NOW* support will allow attack scenarios to be added to ensure students face the latest generation of attacks.

➢ The **MDC Medical Campus Center for Learning, Innovation and Simulation (CLIS)** is a five-story, 132,000-square foot healthcare facility designed to train medical students with realistic, hands-on scenarios. The CLIS features a simulation hospital housed on the third floor, 15 patient rooms, a home health apartment, ten examination rooms, four student break rooms and a physical therapy facility. The $56 million facility comes equipped with $2.3 million worth of state-of-the-art medical technology—mannequins capable of giving birth, shedding tears, responding to medicine and speaking 50 languages. *MDC NOW* will capitalize on equipment available while advancing the CLIS through the development of AR/VR scenarios; advanced anatomy/physiology software; and career-focused equipment that provides additional tools to build student competencies in targeted healthcare occupations.

Simulation and virtual reality to enhance real world competencies - By equipping each of these centers with the most up-to-date software and integrating simulation experiences that are industry-informed, *MDC NOW* will be able to provide in-depth education and training opportunities across the sector triad of FinTech, InfoTech, and Healthcare. Simulation replicates reality and its value is well-established. Nowhere has the advance in use of software and simulation been more evident than in the FinTech, InfoTech, and healthcare sectors.

Simulation allows students a chance to refine and enhance their skills in a simulated environment before taking new skills to the workplace. Industry-focused simulation exercises support existing and new educational programs that will provide even more relevant workforce preparedness. The integration of software and simulation, including augmented and virtual reality (AR/VR) scenarios will allow faculty and employer partners the opportunity to test and incubate business ideas, provide training to students, new workers, and incumbents, and may be used to further credentialing for a variety of fields.

Earn-and-learn apprenticeship model – *MDC NOW* will build upon two active MDC earn-and learn apprenticeship initiatives — MDC Accelerated Credentials Training and Skills (*ACTS*) and Miami Dade Apprenticeship Partnership in Information Technology *(MAP IT).*

- *MDC ACTS* - A big challenge that adults face when trying to obtain skills for higher paying jobs is the length of time it takes. 76.5% of households in Miami-Dade County are family households, meaning that the majority of adult learners ae supporting at least one other family member. In these cases, they do not have the luxury of attending a traditional education program that takes years to graduate. They usually are working at least part-time in order to support their family, increasing the amount of time it takes to complete. Miami Dade College (MDC) is addressing these challenges by providing short-term, stackable credentials in an innovative and wage producing way through MDC Accelerated Credentials Training and Skills (*ACTS*). Through *MDC ACTS*, participants will be exposed to career opportunities in partnership with industry. *ACTS* is focused on providing participants an accelerated, paid method of acquiring skills needed for a higher paying job. During a 60-90 days training and education program, participants will be paid Florida minimum wage plus one dollar ($9.46/hour). Once they complete and acquire their certificate, they are guaranteed a higher paying job with the employer. MDC will develop the certificates to meet the demands of the employer so when a participant goes through the training, they will have the skills needed to meet the demand and become the ideal candidate. As part of the agreement with MDC, employers will guarantee a job to those going through the training. *MDC NOW* will reinforce and expand *ACTS* by strengthening stipends to participants, expanding the number of employer sites – including sites within InfoTech, FinTech, and healthcare, and further developing participant technical and soft skills prior to and during placement with employers.

- *MDC MAP IT* - MDC is the first institution of higher education in Florida to be approved by the U.S. Department of Labor to be a Registered Apprenticeship Sponsor. Through the USDOL-funded *MAP IT*, MDC is creating Registered Apprenticeship Programs for the IT industry to fill hiring gaps within South Florida's growing technology hub. *MDC NOW* will support stipends to participants and expand the number of employer sites.

In addition to promoting workforce readiness through the integration of industry-recognized software and simulation and the use of earn-and-learn apprenticeship models, *MDC NOW* will draw upon its established relationship with the nationally-recognized Year Up to support its research-validated program on MDC's North and Wolfson Campuses. Through *MDC NOW* support, Year Up will combine technical and professional skills training, including soft skills development; college accredited coursework; a professional internships experience focused on InfoTech and FinTech occupations; and wraparound support services. Participants will receive an educational stipend.

Targeted enrollment - In addition to enrolling direct from high school students (direct entry), *MDC NOW* will target and enroll individuals who are: (1) low-income; (2) unemployed; (3) underemployed; (4) incumbent workers; (5) military veterans and their spouses; (6) displaced workers; (7) disadvantaged and underrepresented populations with barriers to employment; and (8) those who program staff determine have a significant need for workforce training.

MDC NOW will serve:

- ✓ 2,138 unduplicated participants in simulation / software infused InfoTech, healthcare, and FinTech-related courses and programs of study.
- ✓ 160 unduplicated participants via a earn-and-learn apprenticeship / internship model; and
- ✓ 160 unduplicated participants in partnership with Year Up (the Year Up component will target young adults (18-24).

Targeted industry sectors - *MDC NOW* will target occupations within some of the fastest growing industry sectors in Florida and the South Florida region, including FinTech, InfoTech, and healthcare.

- FinTech - FinTech is a term used to describe the increasing use of technology in the financial services industry. The presence of Big Data, coupled with technologies such as Blockchain, machine learning and artificial intelligence, are materially changing the ways that firms in the financial services industry do business. *MDC NOW* will support the development of FinTech courses within MDC's School of Global Business, Trade & Transportation. The School will work with employers to integrate software and curriculum into a next generation Business Innovation and Technology (BIT) Center. Employer partners have committed to working with MDC to identify industry skill set needs and to provide employment opportunities for participants who complete the program.

> "FROM DAY ONE, WE'VE MADE IT A PRIORITY TO CREATE A REGULATORY ENVIRONMENT THAT PROVIDES OPPORTUNITIES FOR BUSINESSES IN THE FINANCIAL TECHNOLOGY AND BANKING SECTORS TO THRIVE WITHOUT BEING IMPEDED BY HIGH TAXES AND BURDENSOME REGULATION…WE ARE COMMITTED TO MAKING FLORIDA THE TOP DESTINATION FOR FINTECH COMPANIES TO GROW AND SUCCEED."
>
> *- Governor Ron DeSantis*

- InfoTech – The Information Technology (IT) industry in the US is large and growing, with over 100,000 companies and revenues over $300 billion, according to First Research. Within Miami-Dade County, the IT industry is still emerging. The Miami-Fort Lauderdale metro area is home to over 8,000 tech firms, or about 30 percent of the state's total. The average wage in South Florida's tech industry was $83,720. The growth in tech jobs was above the state as a whole, at 4.8 percent versus 3.8 percent, from 2014 to 2015. Research done by Burning Glass Technologies shows that the demand for cybersecurity talent is far outstripping supply, with the highest demand in industries like Finance, Health Care, and Retail. The same research revealed that demand for cybersecurity professionals over the past five years grew 3.5 times faster than demand for other IT jobs and about 12 times faster than for all other jobs, according to the same report (2015). *MDC NOW* will focus on the high demand InfoTech occupations tied to cybersecurity and healthcare analytics.

- Healthcare - The US population age 65 and older has surpassed 40 million and is expected to grow over 50% between 2015 and 2030. These demographic trends will continue to drive rapid growth in healthcare, particularly in expanding sectors such as outpatient care, nursing/home care, and chronic disease treatment. The need in healthcare isn't limited to one

particular discipline, such as nursing, medical assisting, or physical therapy, but is presenting across disciplines. Models of care and financing have shifted to an interdisciplinary approach to care. As demand for healthcare workers increases and more onsite care is needed, providers will have less capacity to support clinical site experiences for students. Simulation has the ability to decrease reliance on clinical sites, while supporting interdisciplinary education.

The Goal - The goal of *MDC NOW* is to accelerate and enhance education and training opportunities to produce a career-ready workforce that will have real world competencies to meet employer need. The expected end result for participants is job placement in high wage, high growth occupations and a pathway for next generation career progression. The outcome for Miami-Dade County and Florida is rapid deployment of career ready workers, possessing industry-valued technical and industry college credit certificates, as well as associate and baccalaureate degrees, that are able to occupy targeted occupations that contribute to the economic engine of Florida.

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

MDC NOW provides education and training to address fourteen (14) high-need occupations currently, and consistently, shown on the Regional Demand Occupations List via certificates, associate, baccalaureate degrees or a combination of these. Through *MDC NOW*, MDC will expand infrastructure to increase access to these pathways and provide equivalent quality of education in order to better serve the community.

Miami Dade College is the only state college located in Miami-Dade County – Florida's largest county with more than 2.6 million residents. For nearly sixty years, MDC has been providing programming targeting academic and vocational needs of area residents. The College has grown from its humble beginnings in 1969, with one campus serving just over 1,400 students, to one of the largest institutions of higher education in the United States, with eight campuses and numerous outreach centers reaching more than 150,000 students annually.

Through *MDC NOW*, Miami Dade College continues to ensure that its students have the requisite skills and competencies to meet employer needs. This proposal supports the mission of the college to changes lives through accessible, high-quality teaching and learning experiences. The proposal targets high-demand occupations further reflecting MDC's responsibility to serve as an economic, cultural and civic leader for the advancement of a diverse global community.

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

MDC NOW will provide transferrable, sustainable workforce skills that meet the needs of more than one single employer by:

- o Engaging workforce partners, industry associations, and economic development entities, as well as local workforce agencies in the development of programming.

- o Maintaining already active industry advisory councils to provide feedback on curriculum, expert insight on industry needs and trends, and linkages to employers and employer resources.

- o Drawing upon MDC's active, high-level representation on the Beacon Council, a public-private partnership and the official economic development organization for Miami-Dade County, and the regional workforce investment board (CareerSource South Florida) to gain ongoing insight into new employers locating to the county, potential employers exploring establishing or relocating business to the area, and workforce gaps and needs.

Currently, MDC has received commitment from multiple employer partners representing the healthcare, InfoTech, and FinTech sectors (*Table 1*). A sample of letters received are included as an attachment to this application.

Table 1. **Initial Employer Partners Committed to *MDC NOW***	
United Data Technologies (UDT)	Bank of America
Baptist Health	CyVent
General Electric (GE)	4IT
Miami-Dade County Public Schools	Kaseya
Jessie Trice Community Health System	Hialeah Hospital
Jackson Health System	Bright Smiles, Bright Future

As indicated on employer partnership letters included with this proposal, *MDC NOW e*mployer partners have committed to:

- o assisting in curriculum development and/or curriculum review to ensure alignment with industry needs and necessary competencies;
- o contribution of resources, such as lectures on selected topics by subject matter experts to support the program, courseware resources, and supplemental skills assessments;
- o providing apprenticeship, pre-apprenticeship, and internship opportunities; and
- o committing to interviewing qualified program participants for appropriate positions, as available.

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

As a state-sponsored, open-access, public institution of higher education, all MDC programming is offered to the public. In addition to enrolling direct from high school students, *MDC NOW* will target and enroll individuals who are: (1) low-income, (2) unemployed, (3) underemployed, (4) incumbent workers, (5) military veterans and their spouses, (6) displaced workers, (7) disadvantaged and underrepresented populations with barriers to employment and (8) those who program staff determine have a significant need for workforce training. It is the College's legislatively established responsibility to develop and provide educational and training programs that specifically serve the residents of Miami-Dade County, Florida.

MDC NOW will provide industry-aligned, career-focused education/training opportunities that will be accessible to the public. The College's tuition has consistently been cited as one of the lowest in the country facilitating enrollment of segments of the population that otherwise might not have access to higher education.

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

As with all academic programs introduced and implemented by Miami Dade College, programming included in *MDC NOW* is aligned with the responsibilities of MDC, as a legislatively established state college and as outlined in Florida Statute 1004.65.

MDC NOW relates to Florida Statute 1004.65 by:

1) Responding to community needs for postsecondary education and career degree education:
2) Serving all who can benefits without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society; and
3) Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology.

MDC is also one of twenty-eight state colleges that make up the Florida College System (FCS). Meeting the above responsibilities also meets the mission of the Florida College System (FCS) *"to provide access to high-quality, affordable academic and career educational programs that maximize student learning and success, develop a globally competitive workforce and respond rapidly to diverse state and community needs."*

MDC NOW will allow for the acquisition of state-of-the-industry technology and career exploration and connection services that position MDC graduates to be selected for positions in targeted and evolving occupations, with a focus on high demand occupations and targeted industries.

In identifying program areas and developing the design of the project, MDC:

o Took into consideration Florida's identified target industries, The Beacon Council's identified target industry sectors for Miami-Dade County based on the One Community One Goal economic development assessment
o Reviewed appropriate Florida Department of Education Curriculum Framework
o Reviewed the Department of Labor Targeted Occupation List and Occupational Outlook projections, as well as EMSI data on job outlook, earnings, and other relevant data
o Identified appropriate expenses that would allow for needed enhancements while simultaneously ensuring sustainability.

F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?   Yes or No

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

Number of jobs anticipated to be created – A Washington Economics Group study commissioned by Miami-Dade County Public Schools in 2012, found that the number of permanent jobs arising from improved educational outcomes (increasing educational attainment to some college through certificates or attainment of an associates or bachelor's degree) results in the creation of 7,521 new jobs. Over 4,900 jobs are directly generated by the increased earnings attributable to improved education with an additional 2,589 jobs supported via indirect and induced effects. It is expected that the findings of the Washington Economics Group would be magnified related given the number of participants specific to this project coupled with Miami Dade College's standing of awarding more associates degrees than any other college in the country. The program enhancements are designed to significantly strengthen the employability and workforce readiness of participants, including promotion of upskilling.

> **MDC NOW is expected to result in the creation/filling of 4,114 jobs (1,124 direct and 2,990 indirect).**

It is estimated that *MDC NOW* will result in 2,138 participants being workforce ready through the enhanced education and training programs offered by the project over the two-year period. These students will fill at least 1,124 of the 7,199 total annual openings estimated for these jobs (Florida Dept. of Economic Opportunity, 2019). Using a multiplier effect based on 2.66 (indirect jobs) being created through the filling of 1,124 jobs, M*DC NOW* is expected to result in the creation/filling of 4,114 jobs (1,124 direct and 2,990 indirect).

Promoting economic opportunity – Overall, MDC generates significant returns on investment for students, taxpayers, and society:

- For every $1 that MDC students invest in their education, they gain $2.70 in lifetime earnings.
- For every $1 that taxpayers invest in MDC, they gain $3.30 in added state revenue and social savings. Using this calculation, the investment in this project is expected to translate into $17,161,191 in added state revenue and social savings.
- For every $1 that society spends on MDC, it gains $12.10 in added taxes and public-sector savings related to reduced crime, lower unemployment, and increased health and well-being.
- MDC contributes more than $3.4 billion to Miami-Dade County's economy annually, accounting for around 2.5% of its Gross Regional Product.

According to an expansive study by Economic Modeling Specialists Intl. (EMSI) conducted in 2014, the estimated annual added income of MDC and its former students to the local economy is $3.3 billion. Additionally, the economic benefits of a college degree cascade from individuals to families and the community. Better employment translates to higher income and living standards. At MDC, where 67 percent of students are low-income and 46 percent live below the federal poverty line, the impact is even more dramatic. Having a college certificate or degree also coincides with improved health along with reductions in welfare, unemployment, and crime. According to the EMSI study, it has been estimated that these savings to the public through an MDC education amount to some $35.4 million per year. In addition, taxpayers see a rate of return of 10 percent on their investment in MDC.

Drawing upon Census Bureau data on average earnings by educational attainment for Miami-Dade County, the average monthly wage of workers in Miami-Dade County is $4,099. The average monthly wage for workers with a Bachelor's degree or above is $6,234. It is 1.5 times the $4,049 average monthly wage earned by workers with some college or Associate's degree and almost double the $4,240 monthly earnings of those with a high school diploma. These higher earnings support higher expenditures on many products in the local economy, benefiting all areas and sectors of the Miami-Dade economy.

Equally notable are the value-added impacts generated by improved educational outcomes, which can potentially create a net contribution to the Miami-Dade economy of close to $491 million per year. Increased educational outcomes create and sustain a high value-added, high-wage economy, with the greatest value-added impact generated in the Knowledge-Based Services sector, which includes InfoTech and healthcare.

These impacts should be expected to increase as a result of the industry-generated, job-focused enhancements and services to be provide through *MDC NOW*.

Metrics to measure success – *MDC NOW* is predicated on increasing competencies of participants to ensure that they are career-ready, with skills that match employer needs. Program success will be measured through the following metrics:

Objective 1: Improve economic stability of participants through employment
- Number/Percentage of students retained in targeted programs of study
- Employment rate of students (6-months post completion and upon job placement)
- Hourly wage comparison (pre-job placement and post job placement)
- Number/Percentage of students awarded certifications and/or degrees

Objective 2: Promote employer partnerships and commitment to supporting targeted programs
- Number of employer partnerships maintained and new partnerships established
- Types of employer contributions (resources, internships, apprenticeships, curriculum review, etc.)
- Number of students receiving internships and/or apprenticeships

2. Additional Information

A. **Is this an expansion of an existing training program? <u>Yes</u> / No**
   If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

Yes. *MDC NOW* will enhance the targeted existing training programs by integrating today's industry-recognized simulation technology into identified training programs. Simulations can be used to create a synthetic- or micro-world that immerses trainees in a realistic experience and exposes them to important contextual characteristics of the domain. Simulations can also be used as realistic practice environments for tasks that are too dangerous to be practiced in the real world or to provide opportunities for practice on tasks that occur infrequently.

Florida Job Growth funds will primarily be used to support the integration of simulation-based equipment and training into targeted programs. Funding will be used to purchase state-of-the-industry equipment and supplies so that participants are exposed to the same equipment they will

be using in the field, reducing training time for the employer as well as improving participant job readiness. Additional funds will support training stipends for participants, while employer-paid partnerships are being further established and defined.

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

Yes. *MDC NOW* is aligned with the qualified targeted industries of financial services through FinTech and information technology (InfoTech). *MDC NOW* further aligns with the healthcare industry sector. The inclusion of healthcare is in response to its identification by Miami-Dade County Beacon Council's, *One Community, One Goal* (OCOG) initiative, as a targeted industry. Healthcare was identified by OCOG based on analysis of a series of tools, including location quotient and shift-share analysis, and exploring local potential for expansion in emerging sectors. This culminated in detailed profiles of recommended target industries and niche sub-sectors to address sustained growth industries specific to Miami-Dade County.

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? Yes / No

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

Yes. As reflected in *Table 2*, *MDC NOW* aligns with fourteen (14) occupations on the Regional Demand Occupations List, 2019-2020.

SOC Code	Occupational Title	Annual Openings	Annual % Growth	Hourly Wage* Mean	Entry
Table 2. Targeted Occupations Addressed by *MDC NOW*					
FinTech					
131199	Business Operations Specialists, All Other	1,285	1.43	$33.09	$18.85
132051	Financial Analysts	177	1.67	$36.34	$23.95
151132	Software Developers, Apps	380	2.81	$42.16	$28.01
InfoTech					
151143	Computer Network Architects	143	1.07	$37.89	$23.96
151152	Computer Network Support Specialists	115	1.31	$29.73	$18.53
151121	Computer Systems Analysts	149	0.90	$40.58	$25.73
151151	Computer User Support Specialists	406	1.69	$23.49	$15.23
151122	Information Security Analysts	553	3.22	$41.33	$26.32
Healthcare					
292099	Health Technologists and Technicians, All Other	144	1.73	$20.63	$14.14
292012	Medical and Clinical Laboratory Technicians	656	1.95	$24.78	$15.07
312021	Physical Therapist Assistants	939	3.42	$30.15	$23.70
292034	Radiologic Technologists	155	1.69	$29.03	$21.71
291126	Respiratory Therapists	105	2.12	$27.48	$22.14
291141	Registered Nurses	1,992	1.72	$32.01	$24.55
Targeted Occupations to be Served	**14**	**Annual Openings**		**7,199**	
Source: 2019-20 Regional Demand Occupations List, FLDEO * 2017 Hourly Wage Data					

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

Training will be primarily classroom-based with a focus on incorporating campus-based simulation experiences into targeted programs. In-person, simulation components will be offered at the following Miami Dade College campuses, depending on program of study:

- Miami Dade College Medical Campus – In 1977, Miami Dade College opened its Medical Campus on 4.3 acres within the city's Medical/ Civic Center complex. Along with the other members of this complex, the University of Miami School of Medicine, Jackson Memorial Hospital, Veterans Administration Hospital and Miami- Dade County Public Health Service, the Medical Campus forms the backbone of Miami's health care community. The Medical/Civic Center area represents the second largest concentration of medical and research facilities in the United States and is located near Downtown Miami. The Medical Campus' Center for Learning, Innovation and Simulation is a new five-story, 135,000-square-foot facility. An advanced medical simulation center occupies the building's entire third floor, enabling students to gain essential hands-on experience working in a variety of clinical environments, including emergency, surgery, labor and delivery, primary care and home health care. It features 15 hospital/patient rooms with high-fidelity mannequins, a simulated ambulance, a simulated one-bedroom apartment, 10 exam rooms where students will interact with actors specially trained to portray patients, a 5-sided CAVE virtual reality space, debrief rooms where students and faculty gather to review just-completed exercises, and a partner/sponsor space.

- Miami Dade College Wolfson Campus – The Wolfson Campus is located in downtown Miami. It is the only comprehensive urban campus in the city. Located within the city's financial, governmental, technological and cultural hubs, Wolfson capitalizes on its unique geographic resource by offering programs in banking/financial services, business, computer technology, paralegal studies, architecture, economics, hospitality management, engineering, the arts, humanities and social sciences. The Campus is home to Cybersecurity Center of the Americas and will soon open The Miguel B. Fernandez Family School of Global Business, Trade & Transportation Business Innovation & Technology (BIT) Center.

- Miami Dade College North Campus – The hub for Year Up services will be MDC North Campus. Located on 245 acres in northern Miami-Dade County, MDC North was the College's first campus. It was built in 1960, on land that once hosted a World War II Naval air station. The location of the Campus, its role as a gateway for students wishing to upgrade skills and complete one-year certificate programs, prepare for licensing exams or start working on a bachelor's degree, and its partnerships with numerous employer and community-based organizations, including Year Up, as well as its onsite childcare center, make it an ideal location to serve Year Up eligible *MDC NOW* participants.

E. Indicate the <u>number of anticipated enrolled students and completers</u>.

MDC NOW is expected to reach 2,138 enrolled students over the 24-month project period with enrollment projections shown in *Table 3*. *MDC NOW* is expected to have 1,134 completers by the end of the project period.

Table 3. Number of Anticipated Enrolled Students and Completers	Projected Enrollment*	Number of Completers±
Program	**Projected Enrollment***	**Number of Completers±**
FinTech		
Marketing Management – Marketing – A.S.	137	68
Financial Services – Financial Management – A.S.	71	43
Financial Services – Banking – A.S.	49	30
Banking Specialist – Financial Services – College Credit Certificate	26	20
TOTALS	**283**	**161**
InfoTech		
Cybersecurity – A.S.	70	30
Cybersecurity – Industry Certifications	130	80
Digital Forensics – College Credit Certificate	50	25
Business Intelligence Specialist – A.S.	30	15
Computer Programmer and Analysis – Mobile Application Development – A.S.	50	25
Networking Services Technology, Network Security – A.S.	15	8
TOTAL	**345**	**183**
Healthcare		
Health Information Technology – A.S.	26	18
Respiratory Care – A.S.	57	30
Radiology – A.S.	85	62
Clinical Laboratory Sciences – A.S.	103	49
Physical Therapy Assistant – A.S.	88	56
Registered Nurse – A.S. (Nursing - Generic, Accelerated, Transitions)	781	390
Registered Nurse (ADN) to BSN	370	185
TOTAL	**1,510**	**790**
*Project enrollment numbers include students that may be enrolled in two programs (such as Cybersecurity – AS and Cybersecurity – Industry Certification and/or Digital Forensics – College Credit Certificate. ± Number of completers is based on new student enrollments and students currently enrolled that will benefit from enhanced courses and complete program(s) of study during project period.		

F. Indicate the <u>length of program</u> (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and end dates.

Begin date: _01/15/2020_   End date: _01/14/2022___

Table 4 indicates the targeted programs with type of credential(s) to be earned and typical program length.

Table 4. **Targeted Programs, Type of Credential, and Typical Program Length**		
Program	**Type of Credential Earned**	**Typical Program Length**
FinTech		
Marketing Management – Marketing	A.S.	2 years
Financial Services – Financial Management	A.S.	2 years
Financial Services – Banking	A.S.	2 years
Banking Specialist – Financial Services	CCC	1 year
InfoTech		
Cybersecurity	A.S.	2 years
Cybersecurity	Industry certifications (ComptTIA Security+, CCNA, CompTIA CySA+, CCNA Security, etc.)	1 month
Digital Forensics	CCC	1 year
Business Intelligence Specialist	A.S.	2 years
Computer Programmer and Analysis – Mobile Application Development	A.S.	2 years
Networking Services Technology, Network Security	A.S.	2 years
Healthcare		
Health Information Technology	A.S.	2 years
Respiratory Care	A.S.	2 years
Clinical Laboratory Sciences	A.S.	2 years
Physical Therapy Assistant	A.S.	2 years
Registered Nurse – Generic	A.S.	4 semesters
Registered Nurse – Accelerated	A.S.	3 semesters
Registered Nurse – Transitions	A.S.	3 semesters
Registered Nurse (ADN) to BSN	BSN	3 semesters (FT)
Registered Nurse (ADN) to BSN	BSN	4 semesters (PT)
Key: CCC = College Credit Certificate; AS = Associate in Science; BSN = Bachelor of Science in Nursing		

It should be noted that many programs incorporate stackable credentials so students can acquire college credit, a technical, or industry certificate, and obtain immediate employment, with the option to continue their postsecondary education.

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

Primary expenses requested under this proposal are for equipment to enhance targeted programs of study. Equipment will be maintained through planned allocation of funds within general operating fund maintenance line item. Replacement costs will be supported through planned allocation of depreciation costs to be calculated using life years expectation and/or recuperation of costs to allow for replacement. for purchased equipment. Tuition and fees received from enhanced courses, which are expected to generate increased enrollment based on projected occupational growth in targeted occupations, will support targeted programs of study, including software licenses and updates, after completion of the funded project period. Expansion of employer partnerships will assist in supporting employer cost participation for stipends.

The establishment of the *MDC NOW* Academy model will expand funding opportunities that the College is eligible to apply to, including programs under the National Science Foundation, U.S. Department of Labor; various federal, state, and local economic development entities; private and public foundations; and through corporate partnerships.

H. <u>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.</u>

CIP Code	% of Completers**	Program	Type of Credential Earned
Table 5. Certifications and Degrees with Crosswalk to Classification of Instructional Programs (CIP) Code and Percentage of Completers			
FinTech			
52.999	50%	Marketing Management – Marketing	A.S.
52.0803	61%	Financial Services – Financial Management	A.S.
52.0803	61%	Financial Services – Banking	A.S.
52.0803	77%	Banking Specialist – Financial Services	CCC
InfoTech			
52.2101	43%	Cybersecurity	A.S.
52.2101	62%	Cybersecurity	Industry certifications (ComptTIA Security+, CCNA, CompTIA CySA+, CCNA Security, etc.)
43.0116	50%	Digital Forensics	CCC
52.1301	50%	Business Intelligence Specialist	A.S.
11.0201	50%	Computer Programmer and Analysis – Mobile Application Development	A.S.
11.0201	53%	Networking Services Technology, Network Security	A.S.
Healthcare			
51.0707	69%	Health Information Technology	A.S.
51.0908	53%	Respiratory Care	A.S.
	48%	Clinical Laboratory Sciences	A.S.
51.0806	64%	Physical Therapy Assistant	A.S.
51.3801	50%	Registered Nurse (Generic, Accelerated, Transitions)	A.S.
51.3801	50%	Registered Nurse (ADN) to BSN	BSN
Key: CCC = College Credit Certificate; AS = Associate in Science; BSN = Bachelor of Science in Nursing ** Completers are those students completing the enrolled program of study during and/or prior to the close of the 2-year project period.			

I. Does this project have a local match amount? <u>Yes</u> or No
If yes, please describe the entity providing the match and the amount.

Miami Dade College has had conversations with several county commissioners. Currently, Commissioner Xavier Suarez (District 7) has committed to contributing $10,000 to supporting earn-and-learn apprenticeship components of the project. MDC is actively working with other commissioners to secure additional match funding.

MDC is also the recipient of a U.S. Department of Labor, Scaling Apprenticeships through Sector-Based Strategies grant for its *Miami Dade Apprenticeship Partnership in Information Technology (MAP IT)* project. This grant-funded program focuses on supporting apprenticeship development and operational activities, including limited stipends for participants, within the information technology (InfoTech) sector. *MDC NOW* will be able to draw upon some of the infrastructure supports provided by *MAP IT* as shown in *Table 6*:

Table 6. *MDC NOW* **Project Support Provided by** *MDC MAP IT*	
Item / Activity	**Amount**
Personnel: Outreach Specialist – To assist with recruitment of employer partners and participants specific to IT apprenticeships	$58,824
Fringe Benefits: Calculated at 7.65% of salary for Medicare and Social Security	$4,500
Stipends to Employers: Stipends will be provided to employers as an incentive to participate in the apprenticeship program. The stipends will help offset the costs of providing the on-the-job training for participants.	$20,000
Stipends to Participants: Stipends will also be provided to participants to assist with industry certification exam fees.	$80,000
TOTAL	**$163,324**

In addition to the direct project match stated above, it is also noteworthy to state that the three centers that will serve as physical facilities for the majority of project-focused activities represent a significant College investment of resources. The College has allocated and/or expended over $70 million in construction and renovation costs for the planned Business Innovation and Technology (BIT) Center (scheduled to open in January 2020); the Cybersecurity Center of the Americas at Miami Dade College; and the MDC Medical Campus Center for Learning, Innovation and Simulation.

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

MDC is excited about the level of engagement and commitment to participation received from employer partners across sectors. Please see employer partner and other community letters provided as an attachment.

3. Program Budget

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 ___$2,377,076**
   Florida Job Growth Grant Fund

A) **Other Workforce Training Project Funding:**
   Sources:

   City/County $10,000_____

   Private Sources $___0_____

   Other (grants, etc.) $163,324____ Please Specify: Dept. of Labor, Apprenticeship Grant

   Total Other Funding $173,324___

B) **Workforce Training Project Costs**
   Equipment $141,295
   Personnel $475,658
   Facilities $0
   Tuition $0
   Training Materials $40,000
   Other $1,893,447 *Please specify:* Contractual costs, licensing fees, and service agreements, participant stipends, indirect costs *(See budget narrative for description)*

   Total Project Costs $2,550,400

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

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

<div align="center">**Budget Narrative**</div>

Equipment

Equipment is being purchased to support program enhancements, including the expanded integration of simulation in multiple program areas within InfoTech, healthcare, and business (FinTech). Miami Dade College policy is to tag all equipment valued at $1,000 or more and all

technology-related equipment. For this project, MDC is categorizing simulation-related healthcare materials as equipment. All equipment purchases must follow MDC procurement and purchase policies and procedures. Equipment will be purchased within the first year of the project, with most equipment purchased within the first quarter of the project. Equipment breakout by item is provided below.

Equipment requested under healthcare will support targeted programs in the Health Sciences and Nursing. Additional equipment will support the overall simulation experience in a virtual, interdisciplinary hospital setting at MDC Medical Campus.

Equipment	Qty.	Unit Price	Total
REALITi 360 Plus REALITi360PL - a highly advanced patient monitor simulator which mimics proprietary monitors and defibrillators	3	$8,995	$26,985
Premie HAL® various skin tone 24-week premature infant simulator - a lifelike, 24-week preterm patient simulator designed to facilitate the training of healthcare professionals in the areas of airway management, respiratory support, and resuscitation.	2	$2,018	$4,036
Pediatric Incident Wound Kit various skin tones - Silicone wound inserts sized to fit pediatric simulators. These wounds simulate the most common injury types for pediatrics including abrasion, incision, rash, bite, sting, and others. Perform realistic practice of proper care and management.	12	$349	$4,188
Newborn PEDI® various skin tone advanced neonatal simulator - developed to meet the challenges of neonatal care specialist training in real environments. Active movement, true ventilator support, real patient monitoring, and all-day battery life.	2	$2,218	$4,436
Traumatic Right Leg Amputation accessory for HAL® - various skin tones - Pulsatile bleeding from three major arteries. Blood-flow consistent with software-controlled heart rate and blood pressure. 500ml blood capacity, completely self-contained within the module. Tourniquet impedes blood-flow when tightened.	6	$808	$4,848
Trauma Wound Kit, various skin tones - assist in training exercises for military, government responders, and anyone providing treatment to victims of disaster and war. Detailed sculpting and painting create realism for the training of medics responding to these events.	3	$469	$1,407
Newborn Burn and Incident Wound Kits, various skin tones - Contains everything necessary to stage incredibly realistic casualty scenarios. This 23-piece kit has burns, lacerations, compound fractures, gunshot wounds, incisions, abrasions, and more.	8	$251	$2,008
Casualty Wound Kit, various skin tones - Contains everything necessary to stage incredibly realistic casualty scenarios. This 23-piece kit has burns, lacerations, compound fractures, gunshot wounds, incisions, abrasions, and more.	3	$618	$1,854
Surgical CHLOE™ medium skin tone adult full body simulator - completely wireless and tetherless, full-body patient simulator and course curriculum package designed to aid the training and assessment of the ACGME competencies in six areas including: patient care, medical knowledge, practice-based knowledge and improvement,	1	$36,658	$35,460

systems-based practice, communication, and professionalism. Surgical Chloe™ allows the practice of GYN surgical procedures such as dermoid cyst and ectopic pregnancy removal, hysterectomy, and more using real instruments in a real surgical OR.			
ML Unit (VR devices) through Magic Leap - three-piece system that includes a headset called Lightwear, a small wearable computer called the Lightpack, and a handheld controller.	25	$2,195	$54,875
		Total Equipment	**$141,295**

Personnel

The salaries requested are in accordance with MDC's policies and job descriptions.

Project Coordinator - The Project Coordinator (Level 15) will ensure appropriate tracking and timely expenditure of funds by schools (School of Business; School of Engineering, Technology, and Design; School of Health Sciences, and School of Nursing), as well as funds allocated to Career and Technical Education under workforce initiatives. The Project Coordinator will be responsible for developing and submitting reports, as required. This position will also work with respective Schools and MDC Institutional Research to track performance outcomes related to stated objectives. A two-percent (2%) annual salary increase (Cost of Living Allowance – COLA) is requested for the full-time *NOW* Project Coordinator position in accordance with MDC policy, which requires Board of Trustee approval.

Cyber Instructor (noncredit) – A service agreement will be executed allowing for flexibility in the designation of a Cyber Instructor to teach noncredit, cybersecurity related course content. The use of a service agreement will allow for one or more instructors to be identified; flexibility in allocation of hours; and overall responsiveness based on need (student enrollment).

Task Points – Full-time and adjunct faculty that participate in grant-funded activities outside of normal scope of work are permitted to receive task points. Task points allow for faculty/adjuncts to participate in curriculum development; attend trainings outside of normal class time / schedule; and work with subject matter experts to construct virtual/augmented reality scenes for use in simulation environment.

Salaries				
Position	**Full/Part-time**	**Time (%)**	**Year 1**	**Year 2**
NOW Project Coordinator	FT	100%	$61,000	$62,220
Cyber Instructor – Noncredit	Varies	100%	$62,100	$62,100
Task Points	Varies	100%	$80,000	$30,000
		Salary Totals	**$203,100**	**$154,320**

Fringe Benefits.

Fringe benefits	Year 1	Year 2
Fringe benefits are calculated at 30.47% on allocated salaries for full-time employees and include Social Security, Medicare, FICA, employer contribution to Florida Retirement System (FRS), Life, Dental and Health Insurance. Fringe benefits for full-time faculty receiving task points are calculated at 15.79% and include Social Security, Medicare, and employer contribution to FRS. The noncredit instructor(s) procured via service agreement do not receive fringe benefits.	$31,219	$23,695

Facilities

No facilities funds are requested

Tuition

No tuition funds are requested

Training Materials

Supplementary course materials for cybersecurity are requested. Total request is $20,000 per year, for a total of $40,000 over the project period.

Other

Contracts, Service Agreements, Software Licensing, and Consultants

Procurement of services, including contractual services with partners and consultants; service agreements; and software licenses will follow procurement policies and procedures established by MDC's procurement department and approved by the Board of Trustees. Sole source will be used only when sufficiently justified.

As part of the infrastructure building that will contribute to the sustainability of *MDC NOW*, funds are requested to support the following contracts, service agreements, software licensing, and consultants:

- Year Up – MDC will strengthen its partnership with the nationally-recognized Year Up. A total of $150,000 per year ($300,000 over the 2-year project period) is requested. Salary funding of $125,798 will support a portion of staff time to implement the Year Up program during the grant period. An additional $42,952 will provide fringe benefits based on salary allocations. Year Up's benefits package includes health benefits (medical, dental, vision, mental health, pharmacy coverage), long- and short-term disability, paid time off, retirement fund, life insurance, and other benefits.

In addition to salaries and fringe benefits, Year Up South Florida requests funding to cover a portion of direct participant support costs in the amount of $114,384. Year Up students receive direct financial support from the organization for their time spent in the program. This support

comes in the form of an educational stipend, which is disbursed to students on a bi-weekly basis. The stipend amount varies, as it is tied directly to the student contract, which is the document outlining expected behaviors and norms for their time spent in the program. Students who deviate from the contract earn an infraction, which has financial implications in their stipend. The maximum stipend a student can earn is $50/week. Stipends continue while a student is on their internship, learning on-the-job skills that are transferable to a career. During this portion of the program, the maximum stipend amount increases to $150/week. Students are also entitled to emergency funding should the need arise. The Student Services team manages a student support fund that is dedicated to offsetting surprise financial challenges that students might face. Some examples of emergency fund usage include food insecurity, transportation needs, unforeseen medical emergencies, or professional clothing allowance.

Indirect cost of $16,875, which represents approximately 5% of the total Year Up contract amount are also requested. Indirect cost support centralized administrative costs (IT, HR, Finance, etc.).

- Magic Leap – MDC will contract with Magic Leap for content creation related to healthcare virtual/augmented reality scenarios. Magic Leap superimposes 3D computer-generated imagery over real world objects, by projecting a digital light field into the user's eye involving technologies suited to applications in augmented reality and computer vision. A total of $100,000 is requested in Year 1 to facilitate a content creation partnership between Magic Leap and appropriate faculty/staff of MDC Medical Campus.

- Visible Body – A contract for $94,500 in Year 1 will support total campus (students and faculty) installation and implementation of Visible Body. More than 1,000 institutions worldwide, including internationally known medical schools, Ivy League schools, and healthcare systems use Visible Body. The software anatomy/physiology software provides compelling, interactive, and highly accurate visualizations. The Visible Body Courseware includes: human anatomy atlas, anatomy and physiology, muscle premium, and physiology animations.

- LearningSpace - LearningSpace is a powerful simulation center management solution for medical schools, nurse education programs, allied health and hospital-based simulation programs. The scalable healthcare education platform is user-friendly, web-based and secure. Invest in LearningSpace to gain a 360-degree view of your simulation training environment performance and educational outcomes. MDC is requesting $70,000 over the project period ($35,000 per year) to support LearningSpace Matrix Assurance, a warranty system that will cover all LearningSpace Systems on the Medical Campus ensuring that malfunctions, damages, or other issues do not impede student use.

- SIM Instructional Training – MDC will contract with simulation subject matter experts to provide SIM instructional training. Faculty members need training to understand how to incorporate human patient simulator technology and concepts into the curriculum. The simulation scenario presented to students by faculty provides opportunities for students to apply learned concepts and best practices within a safe environment. Funds of $50,000 in Year 1 are requested to provide face-to-face, hands-on instructional training to faculty focused on integrating simulation into course content, aligning student learning outcomes to simulation-based activities, and increasing familiarity and comfort level among faculty in use of simulation.

- <u>Magic Leap Instructor Boot Camp</u> – Fifteen faculty per cohort will be engaged and participate in Magic Leap Instructor Boot Camps. Two, full day boot camps will be offered in each of the project years allowing for thirty (30) faculty from across InfoTech, healthcare, and FinTech to be trained in use of Magic Leap equipment and in developing curriculum and activities into course structure that include Magic Leap AR/VR elements. A total of $25,000 ($12,500 each year) is requested.

- <u>Subject Matter Experts (SMEs)</u> – MDC will engage subject matter experts in the areas of cybersecurity and healthcare analytics to assist appropriate school deans, chairpersons, and faculty in development of curriculum, courses, and supplementary content related to cybersecurity and healthcare analytics. The use of SMEs will ensure that content is aligned with industry/employer needs. A total of $60,000 is requested in Year 1 of the project to support engagement of multiple SMEs. Funds requested will support daily rate (not to exceed $500 per day) and any travel expenses necessary for onsite meetings with SMEs.

- <u>Software licensing</u> – A critical component of *MDC NOW* is the use of industry/employer-recognized software. *MDC NOW* is requesting $255,000 in Year 1 and $330,000 in Year 2 to support data analytics, cybersecurity, and FinTech development software licenses. Licenses to be procured will allow for student and faculty use across campuses, via mobile devices (as applicable), and from other remote locations. More than 2,100 participants will benefit from the various software licenses to be secured.

  Licenses will include (or be similar to), but will not be limited to:

  - ➢ Cyberbit Cybersecurity software – Cyberbit software is a complete incidence response platform that will provide students near real-world experience in responding to cyberattacks. The software will be used in the InfoTech programs focused on cybersecurity. The software will be housed in MDC's Cyber Range.

  - ➢ Tableau – Business intelligence and analytics software. Tableau provides interactive data visualization. It is considered one of the primary, core software solutions in the business intelligence arena.

  - ➢ Salesforce – A customer relationship management (CRM) solution that brings companies and customers together. It's one integrated CRM platform that gives all departments — including marketing, sales, commerce, and service — a single, shared view of every customer.

  - ➢ Cerner – A healthcare data analytics platform that uses aggregated and normalized data from multiple, disparate sources across the health continuum to help drive decision-making.

  - ➢ Datarama - AI-powered marketing intelligence. It is an end-to-end marketing integration platform that allows marketers to unify all their data, KPIs and stakeholders across teams, channels, platforms etc., so as to identify a single unified source.

Contracts, Service Agreements, Software Licensing, and Consultants	Year 1	Year 2
Year up – Professional and technical skills, employer internships	$150,000	$150,000
Magic Leap - Content Development	$100,000	$0
Visible Body - licensing	$94,500	$0
LearningSpace Matrix Assurance	$35,000	$35,000
SIM Instructional Training	$50,000	$0
Magic Leap Instructor Boot Camp	$12,500	$12,500
Subject Matter Experts – Cybersecurity and Healthcare data analytics	$60,000	$0
Software licensing – InfoTech, healthcare, and FinTech/Business	$255,000	$330,000
TOTAL	$757,000	$527,500

Participant Support / Stipends

To support the earn-and-learn apprenticeship model, participant support/stipends are being requested. The average participant will be paid Florida minimum wage plus one dollar ($9.46/hour). Hours will vary depending on type of internship / industry sector and any employer partner contribution. It is expected that a minimum of 160 students will participate in earn-and-learn model apprenticeship placements over the 2-year project period. It is expected that the average participant will receive a maximum of $2,250. Participant support funds of $360,000 ($180,000 per year) are requested.

Indirect Costs

While MDC has a federally negotiated indirect cost rate of 48.3%, for this project indirect costs are being requested at a reduced rate of 8% of modified total direct costs (direct costs minus equipment and participant support/stipends).

Calculation	Year 1	Year 2
Modified indirect rate of 8% (direct cost – equipment – participant support)	$80,905	$58,041

TOTAL FLORIDA JOB GROWTH FUNDS REQUESTED: $2,377,076

Cost per Participant based on Requested Funds:

Estimating 2,138 students to be served via *MDC NOW*, the cost per participant is $1,112.00.

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)?

At the Board of Trustees meeting following application submission, the Board of Trustees is presented with the proposed project, target population, and requested amount for review and approval. The receipt of Board of Trustees approval prior to formal award eliminates the need to seek Board of Trustee approval post-award, facilitating timely, expeditious startup and implementation of the project. For this application, the proposal will be presented to the Board of Trustees at the November 19, 2019, Board of Trustees meeting.

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.

The following are the dates of the upcoming Board of Trustees meetings:
- December 17, 2019
- January 21, 2020
- February 18, 2020
- March 17, 2020
- April 21, 2020
- May 19, 2020

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

If needed, the District Board of Trustees of Miami Dade College can hold a special meeting with a 7-day notice.

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

See Attached

XAVIER L. SUAREZ
MIAMI-DADE COUNTY COMMISSIONER
DISTRICT 7

November 21, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

Please accept this letter in support of Miami Dade College's proposed *Next Generation Occupations and Workforce* (*MDC NOW*) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund. *MDC NOW* focuses on the FinTech (finance and technology), **InfoTech** (information technology), and **Healthcare** industry sectors.

As Commissioner of Miami-Dade County District 7, which includes Key Biscayne, part of Brickell, Coconut Grove, Coral Gables, South Miami, Pinecrest, and part of Kendall, it gives me great pleasure to be able to contribute $10,000 toward *MDC NOW* activities focused on apprenticeships and education and training using the latest simulation equipment and software.

During my tenure as commissioner, I have worked and continuously advocated for workforce development programs. In collaboration with CareerSource South Florida, the Miami-Dade Public Schools, State of Florida Department of Education and 12 construction trades, the Miami-Dade Youth Pre-Apprenticeship Program celebrated National Apprenticeship Week, November 11-17, 2019. Currently in its third year, the MDCYP construction-based pre-apprenticeship programs are offered at Carol City, Edison, Coral Gables, and Homestead high schools with over 150 students (juniors and seniors). This is the only school district in the State of Florida with such a program.

It is also necessary to fulfill job gaps in targeted industries that are vital to this county. *MDC NOW* has the potential to meet the fast-evolving needs of employers in the targeted industry sectors and to prepare participants to secure and advance in high paying occupations. The initiative is built upon an understanding of the emergence of converging sectors and responds by offering an education and training model that creates collaboration across some of the fastest growing and changing sectors in Miami-Dade County, as well as throughout Florida.

I am pleased to support this project and ask for your favorable review and consideration.

Sincerely,

Xavier Suarez
Commissioner, District 7

BANK OF AMERICA

Erin Sutherland
Senior Vice President
Miami Market Executive

Local Market Organization
FL7- 216-13-01 355 Alhambra Circle
Coral Gables, Florida 33131
T 305.468.4374   M 401.864.1972
Erin Sutherland@BofA.com

October 25, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter to Year Up in support of its partnership with Miami Dade College in the implementation of the _**N**ext Generation **O**ccupations and **W**orkforce_ (_MDC NOW_) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

The Bank of America Corporation is an American multinational investment bank and financial services company based in **Charlotte, North Carolina**, with operations across the country. Bank of America services over 10% of all American bank deposits. Its primary financial services revolve around commercial banking, wealth management, and investment banking.

In relation to this project, Bank of America is willing to provide

☐ Apprenticeship and pre-apprenticeship training opportunities
☒ Internships and other work-based learning experiences
☒ Contribution of resources such as volunteers, professional clothing, and space for meetings to support the program
☒ Assistance in curriculum development and/or curriculum review to ensure alignment with industry needs and necessary competencies
☒ Commit to interviewing qualified program participants for appropriate positions, as available.

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in financial services, healthcare, information technology (InfoTech), and financial technology (FinTech). The project will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Year Up and Miami Dade College and hope that _MDC NOW_ will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Erin Sutherland

GE

Chris Drumgoole

3390 Mary Street, Suite 300
Miami, FL 33133
USA

M 203 450 3435
chris.drumgoole@ge.com

October 9, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter to Year Up in support of its partnership with Miami Dade College in the implementation of the **N**ext Generation **O**ccupations and **W**orkforce (*MDC NOW*) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

In relation to this project, GE is willing to provide:

- Internships and other work-based learning experiences
- Assistance in curriculum development and curriculum review to ensure alignment with industry needs and necessary competencies
- Interviewing qualified program participants for appropriate positions, if available

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare, information technology (InfoTech), and financial technology (FinTech). The project will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Year Up and Miami Dade College and hope that *MDC NOW* will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Chris Drumgoole
Chief Information Officer

Jackson PUBLIC HEALTH TRUST
HEALTH SYSTEM
Miracles made daily.

Jackson Medical Towers
Budget & Decision Support
1500 NW 12th Ave • Suite 1005 East
Miami, FL 33136

www.JacksonHealth.org
305-585-2910

September 23, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its *Next Generation Occupations and Workforce* (*MDC NOW*) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

Jackson Health System is a nonprofit academic medical system offering world-class care to any person who walks through its doors. Governed by the Public Health Trust, a team of citizen volunteers acting on behalf of the Miami-Dade Board of County Commissioners, Jackson Health System is dedicated to building the health of the community by providing a single, high standard of quality care for the residents of Miami-Dade County.

In relation to this project, Jackson Health System is willing to provide:

☐ Internships and other work-based learning experiences
☐ Contribution of resources such as [list specific resources such as financial, equipment/supplies,
     space, faculty, or other in-kind commitments] to support the program
☒ Assistance in curriculum development and/or curriculum review to ensure alignment with industry needs and necessary competencies
☒ Commit to interviewing qualified program participants for appropriate positions, as available.

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare and information technology (InfoTech). The project will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Miami Dade College and hope that *MDC NOW* will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Andrew J. Figueroa
Sr. Director, Budget and Decision Support

Baptist Health
South Florida

September 20, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its *Next Generation Occupations and Workforce* (*MDC NOW*) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

Baptist Health South Florida is a large hospital system in South Florida that offers an extensive range of medical, surgical and technological services.

In relation to this project, Baptist Health South Florida is willing to provide

        ☐ Apprenticeship and pre-apprenticeship training opportunities
        ☒ Internships and other work-based learning experiences
        ☐ Contribution of resources such as [list specific resources such as financial, equipment/supplies, space, faculty, or other in-kind commitments] to support the program
        ☐ Assistance in curriculum development and/or curriculum review to ensure alignment with industry needs and necessary competencies
        ☐ Commit to interviewing qualified program participants for appropriate positions, as available.

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare and information technology (InfoTech). The project will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Miami Dade College and hope that *MDC NOW* will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Frank Rivas
Corporate Laboratory Compliance Officer
Baptist Health South Florida8900 North Kendall Drive
Miami, FL 33176-2197
Tel: 786-596-5359
frankr@baptisthealth.net

October 10, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its **_N_**_ext Generation **O**ccupations and **W**orkforce_ (_MDC NOW_) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

As you probably know, there are not enough qualified cybersecurity technicians to meet the present and growing needs of South Florida employers. With a larger supply of these professionals, it will be easier to attract technology companies from other areas to our region.

On behalf of CyVent, I look forward to working with Miami Dade College actively promoting this initiative and hope that its MDC NOW project receives favorable review and consideration.

Sincerely,

Yuda Saydun
President
CyVent, Inc.

September 29, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its Next Generation Occupations and Workforce (MDC NOW) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund. It is our intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

UDT believes the plan is one that local risk management professionals would support due to the emphasis on higher learning, which is being discussed statewide. This organization employs technology professionals with a multitude of skills and characteristics. Clearly, MDC's approach to technology education provides a unique advantage to their students and our community.

I assure you that I favor this initiative which offers advanced education to information systems technicians. My team and I are committed to assist in curriculum development and/or review to ensure alignment with our local needs and to interviewing and hiring qualified program participants, if appropriate.

Sincerely,

Adonis Sardinas, MBA
Sr Cyber Security Manager
United Data Technologies

HIALEAH
Hospital

A COMMUNITY BUILT ON CARE

September 18, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its *Next Generation Occupations and Workforce* (*MDC NOW*) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

Hialeah Hospital is part of Tenet Healthcare. The hospital has been serving the healthcare needs of central to North Miami-Dade County since 1951. Hialeah Hospital is a 378-bed acute care facility with an experienced medical staff of more than 900 employees. The hospital offers a broad range of healthcare services and is fully accredited by The Joint Commission on the Accreditation of Healthcare Organizations, the nation's oldest and largest hospital accreditation agency.
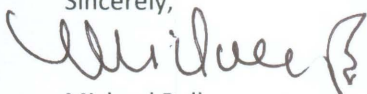
In relation to this project, Hialeah Hospital is willing to provide:

- ☐ Apprenticeship and pre-apprenticeship training opportunities
- ☐ Internships and other work-based learning experiences
- ☐ Contribution of resources such as [list specific resources such as financial, equipment/supplies, space, faculty, or other in-kind commitments] to support the program
- ☐ Assistance in curriculum development and/or curriculum review to ensure alignment with industry needs and necessary competencies
- ☒ Commit to interviewing qualified program participants for appropriate positions, as available.

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare and information technology (InfoTech). The project will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Miami Dade College and hope that *MDC NOW* will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Michael Bell
Chief Executive Officer

October 4, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its *Next Generation Occupations and Workforce (MDC NOW)* Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

Tooth decay is the single most common, chronic disease afflicting children. More than 51 million school hours are lost each year due to children's oral health-related problems. In response, Colgate-Palmolive's Bright Smiles, Bright Futures, (BSBF) is an oral health education and prevention program designed to improve the oral health of underserved children. In the U.S., BSBF exposes ten million children and their families annually to positive oral health education messages. Through our mobile dental van program, we provide free dental screenings, education, and treatment referrals to children aged twelve and younger.

On the Miami BSBF van, our team has hosted Miami Dade College students at many of our van events, including elementary schools, early education centers, retail locations, and more. To date in 2019, **41 MDC students** attended **21 different events**, supporting our BSBF van. In total, these students assisted in providing free dental screenings and oral health instruction to **1,806 children**.

Bright Smiles, Bright Futures will continue providing experiences for students who are interested in giving back to their communities. We are committed to working with Miami Dade College to support these volunteer, learning experiences to educate children first hand on the important of maintaining good oral health. Our BSBF team recognizes the potential this project had to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare and information technology (InfoTech).

We look forward to working with Miami Dade College and hope that MDC NOW will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

Dawna Michelle Fields
Colgate-Palmolive Company
Associate Director Community Affairs |Bright Smiles, Bright Futures, North America
300 Park Avenue, New York, NY, 10022
dawna_fields@colpal.com | 212) 310-2816

Year Up South Florida
Miami Dade College
Wolfson Campus
25 NE 2nd Street
Building 5, Room #5512
Miami, FL 33132
(305) 237-7252

Year Up South Florida
Miami Dade College
North Campus
11380 NW 27th Avenue
Building 1, Room #1323
Miami, FL 33167

yearup
SOUTH FLORIDA

October 20, 2019

Dr. Rolando Montoya
Interim President
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132

Dear Dr. Montoya:

It is my pleasure to provide this letter of partnership to Miami Dade College for its _Next Generation Occupations and Workforce_ (_MDC NOW_) Initiative being submitted to the Florida Department of Economic Opportunity for consideration under the Florida Job Growth fund.

As you know, Year Up South Florida launched in 2012 with a mission to close the Opportunity Divide by ensuring that young adults gain the skills, experiences, and support that will empower them to reach their potential through careers and higher education. To do that, we deliver a yearlong, research-validated program on MDC's Wolfson and North campuses where we combine technical and professional skills training, college accredited coursework, a professional internship experience, wraparound support services, and an educational stipend to place young adults on a pathway toward college and career success. It is our vision that all young adults will have the opportunity to achieve their full potential, and we are impacting the young adults in South Florida in cooperation with MDC and our corporate partners.

Through this partnership with _MDC NOW_, Year Up will:

☒ Provide linkages to internship experiences for Year Up young adults;
☒ Execute our yearlong program, dual-enrolling students in Year Up South Florida and in MDC so that students may receive valuable college credits for their time in the program; and
☒ Deliver Year Up's recognized soft skills curriculum to enrolled participants, which includes teamwork, critical thinking, business communications, task initiation, emotional intelligence, and other topic areas to ensure students are equipped with the professional and interpersonal skills employers expect to see.

This project has the potential to significantly increase the number of persons completing identified programs of study ready to meet the fast-evolving needs of targeted occupations in healthcare, information technology (InfoTech), and financial technology (FinTech). _NOW_ will prepare students for occupations of the future using the latest in simulation, innovation, and learning approaches.

We look forward to working with Miami Dade College and hope that its proposal will receive favorable review and consideration from the Florida Department of Economic Opportunity.

Sincerely,

L. Coronado

Leopoldo Coronado Sada
Executive Director