



***Critical Occupations Reponse through Education (CORE)  
Life Sciences Grant Proposal***

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

***August 2021***





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

*Gregory Adam Haile, J.D., President*

August 16, 2021

Dane Eagle  
Executive Director  
Department of Economic Opportunity  
107 East Madison Street  
Caldwell Building  
Tallahassee, Florida 32399-4120

Dear Mr. Eagle:

It is with great pleasure that Broward College submits the ***Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences)*** Workforce Training Grant Proposal for consideration under the 2021-2022 Florida Job Growth Grant Fund.

The ***CORE-Life Sciences Project*** will deliver program content using a cohesive, evidence-based approach to aid workers earn stacked, latticed, and transferrable credentials. Program content will be delivered via face-to-face (classroom and mobile lab) sessions, online and technology-enabled learning. Program funding will support infrastructure enhancement that increases participant access to and support for industry-specific education, accelerated training, and work experiences (externship, etc.).

Funding the ***CORE Life Sciences Project*** will support the expansion of these opportunities in our most vulnerable communities in Broward County – those with the highest unemployment and lowest educational attainment. Workforce education and training programs like CORE-Life Sciences provide life-changing credentials that can potentially change the career trajectory for participants and increase economic stability for families.

The main components of the ***CORE-Life Sciences Project*** approach are enhancement of infrastructure, accelerated training, and work experiences. Broward County is home to several companies in the life sciences sector, including health care services and biomedical manufacturing. This strategic investment in workforce development will help address the need for skilled workers and support growth for current and future businesses in Broward County.

Thank you for your consideration of this valuable project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gregory Adam Haile".

Gregory Adam Haile, J.D.  
President



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

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

### **Entity Information**

Name of Entity: **Broward College**

Federal Employer Identification Number (if applicable): [REDACTED]

Primary Contact Name: **Kareen Torres**

Title: **Associate Vice President, Resource Development and Sponsored Programs**

Mailing Address: **111 E Las Olas Boulevard, 11th Floor**

**Fort Lauderdale, FL. 33311**

Phone Number: **954-201-7488**

Email: **ktorres1@broward.edu**

Secondary Contact Name: **Dr. Mildred G. Coyne**

Title: **Senior Vice President of Workforce Education and Innovation**

Phone Number: **954-201-7811**

### **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 Critical Occupations Response through Education (CORE)- Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

Yes       No

**Please see attached CORE-Life Sciences proposal for full response.**

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- 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 CORE-Life Sciences proposal for full response.**

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## 2. Additional Information:

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

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

**Please see attached CORE-Life Sciences proposal for full response.**

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- B. Does the proposal align with Florida's Targeted Industries?  
([View Florida's Targeted Industries here.](#))  Yes  No  
If yes, please indicate the specific targeted industries with which the proposal aligns.  
If no, with which industries does the proposal align?

**Please see attached CORE-Life Sciences proposal for full response.**

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- C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List?  
([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 CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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

Begin Date: 10 01 21

End Date: 8 30 24

**Please see attached CORE-Life Sciences proposal for full response.**

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

**Please see attached CORE-Life Sciences proposal for full response.**

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- 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 CORE-Life Sciences proposal for full response.**

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- 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.)

**The CORE-Life Sciences project will be supported by \$1,260,033 in matching funds, \$858,730 of which is cash. This matching support of the project equals 36% of the funding requested. Please see attached CORE-Life Sciences proposal for full response.**

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

Please see attachments

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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**      \$ 3,540,064.00  
     Florida Job Growth Grant Fund

A. Other Workforce Training Project Funding Sources:

City/County	\$ <u>0.00</u>
Private Sources	\$ <u>0.00</u>
Other (grants, etc.)	\$ <u>1,260,033.00</u>
<b>Total Other Funding</b>	\$ <u>1,260,033.00</u>

Please Specify: See attached document

B. Workforce Training Project Costs:

Equipment	\$ <u>484,500.00</u>
Personnel	\$ <u>1,178,822.00</u>
Facilities	\$ <u>524,685.00</u>
Tuition	\$ <u>275,000.00</u>
Training Materials	\$ <u>93,000.00</u>
Other	\$ <u>46,300.00</u>
<b>Total Project Costs</b>	\$ <u>4,800,097.00</u>

Please Specify: See attached document

**Note:** The total amount requested must be calculated by subtracting the total other workforce training project funding sources in A. from the total workforce training project costs in B.

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

Please see attached CORE-Life Sciences proposal for full response.

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#### 4. Approvals and Authority

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

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

Broward College policy is that all agreements must undergo a legal review before an agreement can be authorized.

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- B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:
- i. Provide the schedule of upcoming meetings for the group for a period of at least six months.
  - ii. State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.

The following are scheduled meeting dates for The Broward College District Board of Trustees - September 28, 2021, October 26, 2021, December 7, 2021. Future dates will be determined at the December 7, 2021 meeting and will be posted at the following link: <https://www.broward.edu/about/leadership/bot/meeting-deadlines.html>

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

Please find the attached policy and letter delegating authority.

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I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity and to the best of my knowledge, that all data and information submitted in proposal is truthful and accurate and no material fact has been omitted.

Name of Entity: **Broward College** \_\_\_\_\_

Name and Title of Authorized Representative: **Gregory Adam Haile, J.D., President** \_\_\_\_\_

Representative Signature:  \_\_\_\_\_

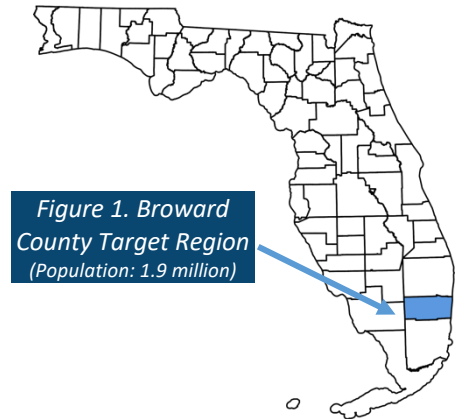
Signature Date: **August 16, 2021** \_\_\_\_\_

**Broward College**  
***Building the Critical Occupations Response through Education – Life Sciences (CORE –Life Sciences)***  
**Florida Job Growth Grant Fund - Workforce Training Grant Proposal**

## 1. Program Requirements:

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

Broward College’s (BC) ***Critical Occupations Response through Education - Life Sciences (CORE-Life Sciences) project*** represents an innovative and lasting workforce education model with regional impact targeting the high-growth and critical industry of Life Sciences. The CORE-Life Sciences project is designed to create accelerated integrated education and training (IET) programs and expand access to specialized workforce training for potential workers in the life science industry. Thus, allowing the College to leverage state resources, including the recently funded Open Door Grant Program and the Adult General Education Grant Program funded through the Florida Department of Education, as well as other regional and local funding. BC has proven expertise and experience in workforce education serving over 63,000 students annually in continuing education, degree, technical certificates, and certification programs. The CORE-Life Sciences project is based on a best practice workforce development model which expands training directly into areas with the highest unemployment rates providing a life-changing credential that can potentially change the career trajectory for participants and increase economic stability for families in Broward County. Program funding will support curriculum development that improves the College’s capacity to offer participant industry-specific education, accelerated training, and workforce employability skills training, as well as expanding access through a Simulation on Wheels (SOW) mobile lab for outreach and simulation training within underserved communities.



The CORE-Life Sciences project will also help employers find skilled and qualified workers to meet current and future industry demand in Life Sciences, as it relates explicitly to healthcare and biosciences/life sciences advanced manufacturing of medical devices and products. COVID-19 has severely disrupted the life sciences industry. As the novel coronavirus and the disease it causes has spread around the globe, it has created profound disruption to the life science industry, specifically in healthcare and in advanced manufacturing/supply chain management. These businesses have thrived as the high demand for services, and medical and pharmaceutical supplies and devices have dramatically increased. Even when the pandemic subsides, it will leave behind a changed economic landscape for these healthcare providers and manufacturers.

The CORE-Life Sciences is supported by regional employers including, but not limited to:

- Broward Health – one of the ten largest public hospitals in the US
- Memorial Healthcare System – fifth-largest public health care system in the US
- Cleveland Clinic
- South Florida Manufacturing Association - representing over 50 local manufacturers
- CareerSource Broward – the local workforce board

These healthcare providers, manufacturers, and supply chain distributors have made significant contributions to the local and state economies by providing direct and indirect jobs - those provided by other businesses, through the support of hospitals, clinics, and other businesses' spending.

The CORE-Life Sciences project **proposal budget request, for \$3.54 million**, allocates funding for the addition of critical workforce training curriculum development and resources needed to prepare **1,050 potential workers over a 3-year period**. A complete budget narrative is attached to this document.

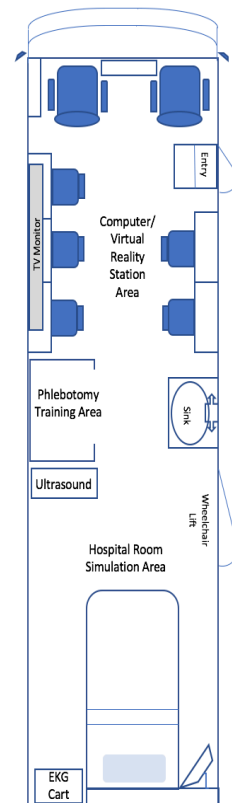
### **Program Description:**

The CORE-Life Sciences project will deliver program content using a cohesive, evidence-based approach to aid workers earn stacked, latticed, and transferrable credentials. Program content will be delivered via face-to-face sessions, online and technology-enabled learning at BC's campuses, community-based partner facilities, and through a mobile lab expanding the College's capacity to serve underrepresented populations.

The two main components of the CORE-Life Sciences approach are: Expanding Access and Developing Accelerated Training. Additionally, "hard-to-reach" participants (i.e., unemployed, disadvantaged youth, disabled workers, ex-offender workers, displaced workers, etc.) will receive program support through Outreach and Assessment, Workplace Soft Skills Development, Case Management, Enrollment and Training, Work Readiness and Career Exploration Opportunities delivered in the region's most vulnerable communities with the highest unemployment and lowest education attainment areas. This targeted outreach will be facilitated through existing partnerships, including the Urban League of Broward County, the YMCA, Boys and Girls Club, Hispanic Unity, OIC of South Florida, Broward Partnership with the Homeless, and other community-based and municipal partners.

**Expanding Access:** The growing complexity and expense of healthcare training equipment make it impractical to acquire multiple sets of training equipment for multiple locations. For this reason, **BC will expand access by procuring a Simulation on Wheels (SOW) mobile lab**. The mobility of the SOW into communities with high unemployment and poverty provides access to training usually only found on the College's Central Campus Simulation Center. Although not all simulations can occur on the SOW, it will help expose community residents to healthcare fields and allow for small group simulations to occur within the communities reducing barriers such as transportation. The mobile lab is designed to provide immersive learning and exposure for students, offering them a realistic-looking clinical simulation lab with manikins and equipment, allowing learners to practice and develop clinical expertise without any risk of patient harm. The simulation lab also limits the exposure of students to hospital settings that are currently serving a high number of patients with COVID-19. Although limited to its space, the SOW will allow learners to apply

Figure 2. Sample SOW Layout



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theoretical knowledge in carefully created hands-on scenarios that mimic various clinical situations. The mobile Lab Unit will be equipped with training equipment based on the specific training and outreach activities being offered, such as phlebotomy arms, EKG, and ultrasound through medical training mannequins. The mobile unit will also have computer workstations for students to complete training applications, participate in online training modules, as well as utilize virtual reality equipment to further simulate scenarios offered in medical laboratories, hospitals, or emergencies. The simulation will include pre-briefing – where learners will be provided information about a patient simulation and review of standards; simulation scenarios – a case study with specific learning outcomes that can be reproduced within the SOW unit. Learners will assume varying healthcare roles and respond to the scenarios as they would carrying for a live patient; and debriefing – learners review and reflect on their actions during the scenario, identifying what went well and not so well (practice gaps) and ways to improve future performance. BC will select the vendor for the manufacturing software and building of the mobile unit through a Request for Proposal (bid) process. However, BC has worked with a number of vendors to develop the design and specifications needed for the unit to ensure a timely implementation of readiness for implementation (i.e., “shovel ready”).

Building on the success of the previously funded Building the CORE program funded by the Florida Job Growth grant, the CORE-Life Sciences project will include competency-based, customized education and training for the Life Sciences Industry cluster. There is strong evidence that the alignment of training with industry-recognized skills certification systems is a promising practice offering high internal and external validity. Businesses and industry will also benefit from the creation of a focal point through which they can access relevant training for current workers and seek prospective applicants. In addition to the college campuses, the CORE-Life Sciences will also have access to community partner and municipal facilities within low-income communities with the highest unemployment rates to expand access to training for residents. These partners include the Urban League of Broward County, YMCA of South Florida, Boys and Girls Clubs of Broward, Broward Partnership for the Homeless, HANDY, FLITE Center, and nine municipal partners. The partnerships are solidified by Memorandums of Understanding.

Each participant will complete continuing education or college credit application (for tracking purposes) and will work with the Program Coordinator and recruiter to enroll in the appropriate workforce development training course. Additionally, program participants from hard-to-reach areas in the County will be assisted by the College’s Broward UP (Unlimited Potential) AmeriCorps Navigators to enroll in classes and refer them to case managers and/or community agencies to assist in reducing/eliminating barriers to the completion of training. After the instructional portion of training is complete (ranging from 50 to 140 hours depending on the track), trainees will have the required training and ready for employment. Through a thoughtful review of experience and training, industry certifications will articulate into college credit, leading to technical certificates and/or degrees.

***Accelerated Training:*** The CORE-Life Sciences project will create competency-based, customized education and training for the Life Sciences Industry cluster. There is strong evidence that the alignment of training with industry-recognized skills certification systems is a promising practice offering high internal and external validity. Businesses and industries will

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also benefit from the creation of a focal point through which they can access relevant training for encumbered workers and seek prospective applicants. The CORE-Life Sciences project will help increase the availability of skilled workers in the life science sector for current and future employers by providing a fast-track, career training leading to a certificate of completion of training required for employment, industry credentials, and/or articulated pathways to advanced degrees.

The workforce training responds to worker demands by regional hospitals, clinics, and home health care providers, as well as biomedical or pharmaceutical manufacturers in Broward County by offering students the accelerated training series:

#### Healthcare Series

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

Currently, the College uses outside vendors to provide the above-listed training through an online platform, except for Basic Life Support. Using Job Growth funding, ***BC will develop the curriculum to offer the above listed courses to be taught by BC faculty.*** With the development of the courses, it will allow the flexibility to offer the courses through face-to-face, online, and at community sites. The Basic Life Support course curriculum, currently offered by BC, will be enhanced to include COVID-19 related procedures and information for life support. The curriculum development process will be led by the Instructional Designer who will work with teams of experienced and qualified faculty/subject matter experts in the field. The team will be assisted by the Industry Board of BC's Health Sciences and Industry, Manufacturing, Construction and Transportation (IMCT) Pathways, made up of local healthcare and manufacturing employers. The teams will build the content to support both online and face-to-face learning with learning objectives leading to measurable outcomes aligned to industry certifications and licenses. The curriculum will be evaluated and approved by the College's Curriculum Committee to ensure that students receive the most effective and relevant curriculum and that the material leads to measurable results.

In addition, in support of current and future needs of bioscience industry/life science advanced manufacturers of medical equipment and supplies, BC will provide training in the following series:

Bioscience/Life Science Advanced Manufacturing Series

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

***BC will enhance the advanced manufacturing curriculum by contextualizing it with the health sciences.*** As the healthcare industry grows, advanced manufacturers require workers that specialize in manufacturing and supply chain management to ensure the devices, equipment, and products are available. Faculty will enhance the curriculum to match skills with manufacturing techniques for biomedical materials, inventory control, and other skills.

The model incorporates stackable credentials and certifications, a series of ascending credentials that will allow participants to progress from a short-term certificate to an undergraduate degree and beyond. Participants will be informed of prior learning experience assessment that will allow them to translate the industry certification and/or training to college credits leading to a technical certificate and/or degree in one of the College's career pathways.

***Workforce Readiness:*** The CORE-Life Sciences model is grounded in workforce development best practices ensuring that work readiness and career exploration via simulation, clinical externships, and employability skills development. Work readiness, being ready to take on any job at any level, and transferability, providing participants with the opportunity to apply work skills in multiple settings. Based on the course, some participants will have an opportunity to participate in simulation and/or externships before receiving official certification. The experience will provide an invaluable opportunity to use the knowledge gained in training and put it to practical use. The externship will also allow participants to practice and build on what they have learned in a real-world setting, experience a setting and evaluate whether they want to pursue it, and allow them to work under a seasoned professional. Clinical externships are usually undertaken in hospitals or clinics such as Memorial Hospital, Baptist Hospital, LabCorp, or Quest Diagnostics. Generally, the externships are between 40 and 160 hours, depending on the training program and the employer. On average, these hours are dispersed over the course of the training. Simulation at the College's Central Campus and the SOW will be used to supplement experiences when restricted at local hospitals and labs due to COVID-19.

Many of today's adults lack the employability skills needed to seek productive work and grow in their careers. Therefore, the CORE-Life Sciences program will help build foundational, employability and occupational skills simultaneously through an integrated education and training model. In this model, participants will be engaged in face-to-face and/or self-paced, technology-enhanced programming that will develop adult education and literacy skills, and offer workforce preparation activities as they participate in workforce training. The program will allow participants to be dually enrolled, co-enrolled, or concurrently enrolled in the workforce training programs. Faculty will be contracted to develop a series of training modules that include what is called Power Skills which are the general skills needed in most jobs. In addition to the Power Skills Series, BC will develop job-specific employability skills training related to the

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specific occupation or job. The training will be based on employer feedback and labor market information on the top skills that employers are seeking for each specific position.

<b>Power Skills</b>	Lesson 1 – Introduction: Your Career Plan/Procuring Employment
	Lesson 2 – Goal Setting and Creativity
	Lesson 3 – Interpersonal Communication
	Lesson 4 – Written Communication
	Lesson 5 – Becoming and Staying Organized
	Lesson 6 – Problem Solving and Decision-Making
	Lesson 7 – Time Management
	Lesson 8 – Stress Management
	Lesson 9 – Risk Management
	Lesson 10 – Conflict Management
	Lesson 11 – Financial Skills (Part I)
	Lesson 12 – Financial Skills (Part II)
<b>Job Specific Skills</b>	Lesson 13 – Job Specific Employability Skills I <i>Example: Medical Assistant – How to Have Compassion and Empathy</i>
	Lesson 14 – Job Specific Employability Skills II <i>Example: Medical Assistant – Flexibility, Adaptability and Emotional Stability</i>
	Lesson 15 - Job Specific Employability Skills III <i>Example: Medical Assistant – How to Be an Effective Team Player</i>

**“Hard to Reach” Populations:** CORE-Life Sciences will work with Broward College’s Broward UP (Unlimited Potential) movement to target the “hard-to-reach” populations through partnerships in the community. Those partnerships include longstanding collaborative relationships with partners such as the Urban League of South Florida, the YMCA, Boys and Girls Clubs, municipalities, and other community partners to reach this “hardest to reach” population through community outreach, specifically in the 33311 Zip code area which has the highest unemployment rate in Broward County. These partnerships have resulted in not only the completion of certification programs by residents but also in job placement or entrepreneurship opportunities. This hard-to-reach population includes, but not limited to, unemployed, at-risk youth, immigrants/asylees, formerly incarcerated, English learners, low basic skills, limited work experience, etc. The Project Coordinator and recruiter will work with Broward UP partners to provide specialized services to this “hard to reach” subgroup of participants, including Outreach and Assessment, Success Coaching/Case Management, Enrollment and Training, Work Readiness, and Career Exploration Opportunities.

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

- The Program Coordinator will manage the day-to-day operation of the program; be responsible for collecting program data; recruit partners to support the program, conduct orientations for participants, monitor program eligibility, and manage the direct service staff. The Program Coordinator will also procure and coordinate the use of the SOW. The Coordinator will be trained in driving the mobile lab to help conduct outreach and training in the local community.

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- The Recruiters plays an important role in conducting outreach and recruitment activities to enroll participants, screen for eligibility, complete program enrollment and ascertain prior work experiences eligible for certification and industry credentials and enroll them in the workforce training. The recruiter will also be training in driving and using the SOW for outreach and training purposes.
- The Instructional Designer will work collaboratively with the Project Coordinator, faculty colleagues, Subject-Matter-Experts (SMEs), and other support staff to design high-quality, instructor-led, academically rigorous, and engaging courses. The instructional designer will maintain course shells for courses and programs, evaluate courses for compliance with industry standards, and ensure the quality of online course development and delivery resulting in student success.
- The Program Assistant will be responsible for all administrative tasks on the project including ordering office supplies, student materials, equipment for the SOW, and will also work with the Project Coordinator and the Continuing Education Department to enter the necessary data into the College's system for program reporting. The Program Assistant will collect enrollment sheets at training sites for entry into the system.
- Facilitators/Lab Assistants will assist in providing technical instruction in the specific content areas, evaluate participant performance and job skills readiness and work with local employers to identify and deliver relevant instructional programs. Due to the technical training being offered, all facilitators will be highly qualified with strong backgrounds in health sciences or advanced manufacturing. Facilitators will also assist in providing simulation experiences within the SOW mobile lab.
- The College will provide supplements to Curriculum Developers. The developers will include faculty that will serve as the Subject-Matter-Experts (SMEs) in the course and curriculum development process to ensure academically rigorous and engaging courses as well as ensure the courses meet compliance with industry standards.

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

BC's strategic plan was adopted to focus on and achieve the critical metrics in higher education. The CORE-Life Sciences project supports the state's performance measures by creating a pathway to completion for unemployed, underemployed workers. It is aligned with the Academic Pathways/Meta-majors established by the Florida College System for Florida's state colleges. These pathways include majors/courses of study grouped together by shared foundational coursework. The meta-major process provides students with an opportunity to explore career options and opportunities to maximize employment prospects and potential for earning degrees and industry-recognized credentials. The CORE-Life Sciences project aligns to the Health Sciences career pathway and the Industry, Manufacturing, Construction & Transportation career pathway as it relates to life sciences at BC and expands the College's offering of workforce training programs. Program outcomes will foster communication with local businesses and increase employer engagement. Development of program materials aligned to the state academic frameworks and industry deliverables will enable BC to meet local needs of business and industry, specifically those that are coming to the Broward County region and taking advantage of the Jobs for the Unemployed Tax Credit Program.



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

**Providing participants with transferable, sustainable skills:** The CORE-Life Sciences project is based on a set of concrete actionable measures to improve the employability of individuals within the workforce, making skills more transferable and workplaces more adaptable. By preliminarily assessing and anticipating rapidly changing skill needs and addressing gaps through CORE-Life Sciences' responsive education and training programs, *individuals completing the training will receive transferable skills evidenced by industry-recognized certifications, a certificate of completion (Broward College or a national organization), technical certificate or degree (from Broward College – an accredited institution) to improve their employability in the workforce.* The project will offer participants the opportunity to obtain certifications, certificates of completion, technical certificates and/or degrees as described below:

- **Health Science Industry Certifications:** Certified Clinical Medical Assistant (CCMA); Certified Phlebotomy Technician (CPT); Certified EKG Technician (CET); Certified Pharmacy Technician (PTCB); Certified Professional Coder Exam (CPC); Certified Coding Associate (CCA), Certified Billing & Coding Specialists (CBCS); Certified Medical Administrative Assistant (CMAA); Certified Animal Care Worker (CACW) and Microsoft Office Specialist (MOS). Credentialing is done through organizations that include the National Health Career Association (NHA), American Society of Phlebotomy Technician (ASPT); National Career Certification Board (NCCB); American Academy of Professional Coders (AAPC); American Health Information Association (AHIMA), and Microsoft Office.
- **Bioscience/Life Science Advanced Manufacturing Certifications:** Certified Production Technician (CPT); Certified Control Systems Technician (CCST); Certified Automation Professional (CAP); Society of Manufacturing Engineers (SME) Lean Certifications – Bronze, Silver, Gold or American Society for Quality (ASQ) Lean Six Sigma; Packaging Machining Manufacturing Institute (PMMI) Mechatronics Certification; Siemens Mechatronic Systems Certification Program (SMSCP); Council of Supply Chain Management Professionals (CSCMP) SCPro Fundamentals Certification.
- **Certificate of Completion:** Clinical Medical Assistant Course Certificate of Completion; Pharmacy Technician Course Certificate of Completion; Medical Billing and Coding Course Certificate of Completion; EKG Technician Course Certificate of Completion; Phlebotomy Technician Course Certificate of Completion; Dialysis Technician Course Certificate of Completion; Medical Administrative Assistant Course Certificate of Completion; Personal Care Assistant Course Certificate of Completion; Assisted Living Technician Course Certificate of Completion; Veterinary Assistant Course Certificate of Completion; Basic Life Course Certificate of Completion; Microsoft Office (Word, Excel, Outlook, SharePoint, Access, PowerPoint, etc.) for Medical Office Course Certificate of Completion; and National Career Readiness Certificate.
- **Technical Certificates (TC) and Associate of Science (AS) Degrees** prepare participants for immediate employment. Participants may have the opportunity to earn credits towards the

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following technical certificates or associate degrees through the alignment of course competencies and/or industry certifications: Medical Assistant Technician TC, Health Care Services TC, Informatics Specialist TC, Medical Coder Biller TC, Scientific Workplace TC, CNC Machinist TC, Logistics and Transportation Specialist TC, Health Services Management AS, Health Information Technology AS Degree, Diagnostic Medical Sonography (Ultrasound) AS, Emergency Medical Services AS, Physical Therapist Assisting AS, Radiation Therapy AS, Engineering Technology Associate of Science (specializations in Biomedical, Electronics, Alternative Energy, or CNC Machining), Supply Chain Management Operation Associate of Science or Bachelor of Science in Nursing

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

The participants completing the training will earn credentials or a certificate of completion that are applicable and transferable to multiple employers in the Life Sciences Industry cluster. See the chart below for examples of employer categories who require these skills.

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

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

The CORE-Life Sciences project supports, yet not exclusively, Broward UP communities which ensure that Broward County residents living in the areas with the highest unemployment have the opportunity to gain the skills and knowledge needed to support current and future businesses and industries within Broward County and at the same time also benefits the workers themselves,

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giving them the tools, they need to be successful and competitive in the workplace. Realizing that education attainment is a leading indicator of economic development and health of any community, Broward UP targets the eleven highest-need zip codes – 33441, 33064, 33065, 33314, 33020, 33069, 33319, 33309, 33313, 33311, 33023 with 33311 having the lowest educational attainment in the County. Broward UP, unlike the initiatives led by other higher education institutions in Broward County, engages the community where they are rather than have the community come to the college campus. Thus, the addition of the SOW. This builds a system and infrastructure and accessibility within each community that is sustainable and scalable. Broward UP will not only provide motivation and a growth mindset for those seeking employment but also matches the specific training and experience required to fill current employment opportunities within the communities.

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

The CORE-Life Sciences project design described above is based on the State Board of Education criteria for the approval of programs at Florida College System institutions, specifically the encouragement of cooperative programs, particularly within regions. Furthermore, all programs offered through the CORE-Life Sciences project are consistent with the state master plan adopted by the State Board of Education and the Florida College System curriculum frameworks. Florida’s Career & Technical Education (CTE) Curriculum Framework provides the criteria for developing and maintaining educational programs to prepare individuals for occupations important to Florida’s economic development. Each training program within CORE-Life Sciences is aligned to a career cluster and is detailed in curriculum frameworks. Guided by the Florida Department of Education, education, business and industry, and trade associations develop the curriculum frameworks to provide program standards that are both academically integrated and responsive to business and industry.

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

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

Yes       No

The CORE-Life Sciences is designed to directly targeted unemployed and underemployed individuals, especially those impacted by the COVID-19 pandemic and those living within the six Broward UP Zip codes, which have the highest unemployment rates within the region.

**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**

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**training. Further, please include the economic impact on the community, region or state and the associated metrics used to measure success of the proposed training.**

Broward County's Life Sciences Industry cluster is comprised of both the Biosciences Industry and the Health Care Industry. Careers in this industry sector include pharmaceutical preparation manufacturing, surgical and medical instrument manufacturing, physicians, dentists, outpatient care centers operations, home health aides and more.

According to the latest Florida Department of Economic Opportunity Labor Market Industry Profile<sup>1</sup>, Broward County Healthcare Industry employment has been on an upward trend from January 2001 to December 2017 demonstrating an increase of 17,946 jobs (+27.7 percent). The entire Life Sciences Industry cluster had 18,592 establishments in December 2017, with employment of 86,112 jobs and employment was up from the previous year by 3 percent. The 10-year trend of growth from 2007-2017 is 28 percent growth. Employment of healthcare occupations is projected to grow 19 percent from 2014 to 2024, adding about 2.3 million new jobs. Healthcare-related occupations are expected to add more jobs than any other group of occupations. This growth is expected due to an aging population, as well as an increase of individuals who have gained access to health insurance. As of July 1, 2019, the healthcare industry alone in Broward County has grown to 8,982 companies, 159,179 jobs (estimated in 2018), with an average salary of \$56,174. Broward County biosciences employment has also been on an upward trend, since 2010, rising to 3,441 jobs in December of 2017. The largest industries within the biosciences division in December 2017 were surgical appliance and supplies manufacturing (1,147 jobs); pharmaceutical preparation manufacturing (1,096 jobs); and surgical and medical instrument manufacturing (546 jobs). These types of positions will be supported by the training provided by CORE-Life Sciences.

CORE-Life Sciences strategies were developed to meet industry demand and market forecasts. BC consulted with economic development entities such as the Greater Fort Lauderdale Alliance and members of BC's pathway advisory council. Further, economic forecasts from government agencies, including the Bureau of Labor Statistics (BLS), and the National Institute of Standards and Technology (NIST), The Florida Department of Economic Opportunity (FLDEO) were used in planning program activities and forecasting program outcomes.

The 2021-2022 Regional Demand Occupations List for Broward County below indicates growth at varying levels for occupation titles.

Table 1. 2021-2022 Regional Demand Occupations List by Occupation Title							
Occupational Title†	SOC Code	Annual Percent Growth	Annual Openings	2019 Mean Hourly Wage	2019 Entry Hourly Wage	FLDOE Training Code*	EFI** Target Industry?
Health Technologists and Technicians, All Other	292099	1.72	109	\$21.84	\$13.65	3	Yes

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

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Table 1. 2021-2022 Regional Demand Occupations List by Occupation Title							
Occupational Title†	SOC Code	Annual Percent Growth	Annual Openings	2019 Mean Hourly Wage	2019 Entry Hourly Wage	FLDOE Training Code*	EFI** Target Industry?
Medical and Clinical Laboratory Technologists and Technicians	292010	2.41	269	\$26.47	\$15.63	4	Yes
Medical Assistants	319092	2.57	879	\$17.39	\$14.20	3	Yes
Medical Records and Health Information Technicians	292071	1.82	125	\$21.61	\$13.65	4	Yes
Medical Secretaries	436013	1.48	438	\$17.82	\$13.92	3	Yes
Physical Therapist Assistants	312021	2.98	91	\$30.47	\$22.07	4	Yes
Radiologic Technologists	292034	1.74	124	\$27.35	\$19.37	3	Yes
Registered Nurses	291141	1.32	1,385	\$33.87	\$25.37	4	Yes
Surgical Technologists	292055	1.50	95	\$22.96	\$18.18	3	Yes
Machinists	514041	0.87	85	\$20.90	\$14.59	3	Yes
First-Line Supervisors of Production and Operating Workers	511011	0.92	242	\$28.09	\$18.33	3	Yes
*FLDOE Training Code 3 (PSAV Certificate), 4 (Community College Credit/Degree), **Enterprise Florida, INC. Source: Florida Department of Economic Opportunity, 2021-22 Regional Demand Occupations List, Workforce Development Area 22 - Broward County (2021)							

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

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

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

- Serve 1,050 participants throughout Broward County, Florida during the grant period;
- Completion Rate – 85% will complete a training program;

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- Addressing Skills Gap – of those that complete the training program, 60% will obtain industry certification, certificate of completion, technical certification and/or college degree; and
- Solidify Memorandum of Understandings with six employers, creating over 500 new job opportunities in the local region or throughout Florida.

The CORE-Life Sciences will help grow the region’s skilled labor, attracting new employers and advancing the economic health of the Broward County region and its residents. Access to highly educated, skilled and trained workforce is vital to the region’s competitiveness and aligning educational systems with area business and industry demand is critical to the region’s future success. The CORE-Life Sciences is designed to enhance workforce development in the region, resulting in improved quality of life in the community and region.

## 2. Additional Information:

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

Yes       No

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

CORE-Life Sciences represents newly developed programming and expansion of existing programming. First, a health sciences series will be **newly developed** offering BC-led continuing education/non-credit instruction in EKG Technician, Clinical Medical Assistant, Pharmacy Technician, Phlebotomy Technician, Dialysis Technician, Medical Billing and Coding, Medical Administrative Assistant, Personal Care Assistant, Assisted Living Technician and Veterinary Assistant. Currently, the College provides access to these courses through an outside vendor through an online platform. BC will develop its own curriculum that will be used from face to face, and online settings. The courses will be taught by BC faculty that will ensure the competencies required in the field and from local employers are met leading to industry certifications or completion certificates. Over the three years of the grant project, funds will be used to pay faculty curriculum designers to develop, test and validate the curriculum. The curriculum will reduce the cost of instruction. Funds will also be used to pay instructional designers to create the courses on the College’s D2L platform for access throughout the College and to ensure the sustainability of the courses. The procurement and development of the SOW mobile lab will allow access to simulation experiences that will reinforce the training and allow BC to conduct outreach to hard-to-reach populations, especially those in Broward UP communities where unemployment is highest. As part of the newly developed curriculum, Broward College will also establish externships with local hospitals and clinics. Additionally, funds will also be used to create a framework to align the course competencies to the for-credit curriculum allowing participants to receive credit for courses with industry certifications. As participants progress, more advanced onsite training will be offered at the Central Campus located in Davie which is home to the Center for Health Sciences Services and the Health Science Simulation Center.

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The Bioscience/Life Science Advanced Manufacturing Series is an *expansion* of existing programming that will be contextualized to the health science field. This expansion to the curriculum will address the needs of manufacturers that serve the medical and life sciences industries attracting new businesses to the local region. Funds will be used to pay faculty curriculum designers to work with industry partners to incorporate instruction tied to the manufacturing or supply chain management of distinct products in the life sciences industry. The industry-recognized certifications earned through the series will allow for immediate employment as well as providing opportunities for workers to further their education through technical certificates or degrees. Building these areas – Biosciences and Healthcare are integral to multiple academic and career pathways including Health Sciences and Science, Technology, Engineering and Math. Bringing faculty and training together from multiple academic and career pathways to deliver training that offers multiple applications will demonstrate how multiple disciplines are interconnected. Creation of this focal point will enrich course content, increase the value of training for participants through certifications relevant to processes in multiple industries and broaden industry access to highly skilled workers.

### 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?*

The CORE-Life Sciences will respond to the labor force shortages, skill gaps and employment trends by targeting workforce training for the *Life Sciences* industries and those aligned with Florida’s Targeted Industries List. CORE-Life Sciences will focus on building skill sets in the key segments of the economy that represent the greatest opportunity for market growth and participant advancement. The skill sets will crosswalk to multiple industries as identified by Enterprise Florida in its Targeted Industries for Incentives report ([http://www.enterpriseflorida.com/wp-content/uploads/SI\\_Targeted\\_Industries.pdf](http://www.enterpriseflorida.com/wp-content/uploads/SI_Targeted_Industries.pdf)). The proposal is further supported by the 2021-2022 Regional Demand Occupations List for Broward County provided by the Florida Department of Economic Opportunity<sup>2</sup> which lists occupations in the Life Sciences Industry by occupational title and includes those with at least 80 annual openings and positive growth, mean wage of \$15.44/hour and Entry Wage of \$12.56/hour. In addition, the Regional Demand Occupation lists confirm the occupations supported by this proposal are also included in the Enterprise Florida Targeted Industries. These occupations, listed in Table 1, include the SOC codes 29, 31, and 43 in the Health Care Industry and 51 and 53 which is applicable to the Bioscience Industry for positions requiring manufacturing skills such as machinists.

Historically, according to the latest available Florida Department of Economic Opportunity Labor Market Industry Profile of Broward County biosciences employment was on an upward trend from January 2007 to January 2009, peaking at 2,701 jobs. From January 2009 to November 2010, the industry cluster followed a negative trend, losing 660 jobs (-24.4 percent).

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

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From this low, biosciences employment has been on an upward trend, rising to 3,441 jobs in December 2017. The largest industries within the biosciences division in December 2017 were surgical appliance and supplies manufacturing (1,147 jobs); pharmaceutical preparation manufacturing (1,096 jobs); and surgical and medical instrument manufacturing (546 jobs).

The workforce data from other sources also support the projected growth for jobs in the industry sector. According to Burning Glass Technologies, in the Miami-Fort Lauderdale-West Palm Beach, FL Metropolitan Statistical Area (MSA), the projected national change in employment for this industry sector for 2018-2028 is 12%. For example, Machinists are necessary for the production and maintenance of various types of equipment, including much-needed biomedical equipment. Burning Glass estimates that the demand for machinist positions will increase by 11.6% within ten years. CNC Programmers offer another vital function by programming the computer-controlled equipment used to cut wood, plastic, or metal according to precise measurements, or equipment used for different manufacturing processes. These jobs are expected to increase by 16.3%. All the positions listed are projected for double digit positive change in employment from 2018-2028. Key employers in the medical equipment and supplies manufacturing industry include Stryker Medical (4 locations in the MSA), Zimmer Biomet (3 locations in the MSA) and Owens and Minor - a leading distributor of medical and surgical supplies (1 location in the MSA).

**C. Does the proposal align with an occupation on the Statewide Demand Occupations List and/or the Regional Demand Occupations List?**

Yes       No

*If yes, please indicate the occupations with which the proposal aligns. If no, with which occupation does the proposal align?*

The focus of CORE-Life Sciences is the Life Sciences Industry cluster which is comprised of the Biosciences Industry and the Health Care Industry. Occupations within some of the largest industries within the Life Science Industry cluster are on the Florida Department of Economic Opportunity Regional Demand Occupations List. The biggest skills gap identified by employers was technical skills, followed by a lack of soft skills such as communication and leadership. A cross-sector gap exists for soft skills/workplace preparedness and hands-on experiences to improve technical skills. In its Skills Gap in Manufacturing 2015 report, The Manufacturing Institute cited the top skills in demand as engineering, skilled trades, and production. A May 2019 article published by Medical Product Outsourcing stated, “The skilled labor shortage, which according to a Deloitte and Manufacturing Institute study threatens to render two million American manufacturing jobs vacant by 2025, has begun to affect the medical device industry.”<sup>3</sup> These same skills gaps are aligned with the Statewide or Regional Demand Occupations List and are confirmed through the MSA region based on Burning Glass Technologies data.

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

<sup>3</sup> [https://www.mpo-mag.com/contents/view\\_online-exclusives/2019-05-29/strategies-to-overcome-medical-manufacturings-skilled-labor-shortage/](https://www.mpo-mag.com/contents/view_online-exclusives/2019-05-29/strategies-to-overcome-medical-manufacturings-skilled-labor-shortage/)



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

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

The CORE-Life Sciences project will offer training both in-person and online to ensure access to throughout the region. In person training will occur at one of BC's campuses or centers as listed below, as well as within the community at a community partner sites within one of the Broward UP six Zip code communities – 33311, 33313, 33319, 33309, 33069, 33023. The partnership with Broward UP partners, such as the Urban league of Broward County and the YMCA, represents a strategic effort to reach the targeted population. By delivering a significant segment of the training in the community, CORE-Life Sciences recruitment efforts will achieve broad representation of underrepresented groups. In Broward County, recruitment efforts will be focused on achieving parity with the County's racial and ethnic complexion, with 34.5% white, 27.8% Black and 31.1% Hispanic (US Census. ACS, 2015-2019, 5-Year Estimates)

To increase the pipeline in critical shortage occupations, CORE-Life Sciences will promote and increase access by working within communities, such as Broward UP communities to **offer computer-based online courses, face-to-face and blended learning opportunities**. Specifically, in Health Science and Manufacturing, courses will be offered through online instruction with facilitation within strategic community locations and through face-to-face through the use of the Mobile Unit and in partner locations such as the ULBC and YMCA. To ensure persistence, CORE-Life Sciences will offer layers of support –BC will work with case managers to ensure that all possible support is provided. Please note: During high incidences of COVID-19 positive cases, the College will utilize remote learning and/or follow social distance protocols recommended by the Center for Disease Control.

A trained and qualified BC faculty member will offer instruction using the approved curriculum. Courses will be facilitated onsite through the SOW Mobile Training Unit and on partner facilities as well as via digital resources and online streaming will be available to students through BC's instructional platform, the Desire 2 Learn (D2L) portal, which facilitates online access to instructional resources. The use of online instruction and streaming whenever appropriate will improve student access to course content and provide them with flexibility to access materials within the constraints of work and other time commitments. Qualified and experienced faculty

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and facilitator with related background in the specific industry certification or education program will be the SOW and at community, facility sites to provide student support. Research shows that students require support beyond the classroom teacher; therefore, the CORE-Life Sciences program integrates these support systems within the instructional model for improved learning, with increased student engagement, interaction, and completion rates.

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

Through its unique model, CORE-Life Science, BC will serve a total of 1,050 individuals over three years. Of those participants, 85% will complete an instruction program, and of the completers, 60% will obtain an industry-recognized certification, certificate of completion, technical certificate, and/or degree program.

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

**Project Beginning Date: October 1, 2021. Ending Date: September 30, 2024**

The program will be implemented over a three-year period. The curriculum will be developed in phases over the course of the three-year project period. Typically training can be completed between six weeks to 24 months earning certifications, certificates of completion, technical certificates, or degrees. Completion time for participants participating in externships may be extended.

Project implementation will occur in three segments:

- **Segment One- Start-Up (Months 1-4): Start-Up and Program Framework and Development** - During the first four months, the plan will be operationalized, with identification/hiring and orientation of staff and faculty, selecting and recruiting health science and advanced manufacturing SMEs and faculty for curriculum development. Simultaneously, the program staff will begin to develop health science curriculum that will be sustained through the College D2L learning system. During this segment, the College will identify training sites within the community, procure the SOW through a Request for Proposal (RFP) process, equipment for the unit, and set up the SOW for outreach and training.
- **Segment Two- Design and Implementation (Months 5-Ongoing):** The second segment of the program will include continuing to develop curriculum for the non-credit health sciences courses that the College will develop to sustain the programming and minimize the need for the outside health sciences curriculum vendor. The SOW will begin the onsite training and community partnerships for hosting the unit will be solidified. Students will be enrolled and receive accelerated training that matches their current skill sets and their desired employment goals. Student cohorts, such as unemployed and under-employed workers, as well as hard-to-reach populations, will be reached with outreach services. Training sessions will begin with externships and simulation experiences to develop the knowledge skills and abilities in participants necessary to acquire the nationally recognized industry certifications, certificates of completions, technical certificates, and/or degrees. During the end of this segment, the College will

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begin to integrate the bioscience/advanced manufacturing training into program and in the SOW mobile lab.

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

Segment	Strategies/Activities
<b>SEGMENT 1: Start Up and Program Framework and Development</b> (Months 1-4)	Identify/Hire and Orient Staff and Faculty
	Begin developing health science curriculum in D2L Learning System
	Identify SOW Training locations within the community. Solidify partnership with community agencies that are hosting onsite training through Memorandum of Agreements
	Issue RFP and procure health sciences equipment (mannequins, hospital beds, EKG machines, phlebotomy arms, etc.), and set up SOW Mobile Training Unit (computers, internet access, etc.)
	Refine already established enrollment process
	Establish Comprehensive Recruitment Plan with Broward UP partners.
<b>SEGMENT 2: Design and Implementation</b> (Months 5-Ongoing)	Begin the health sciences training with externships
	Project Coordinator, through Broward UP partnerships, begins reaching hard to reach populations and begins implementation of the recruitment plan
	Complete curriculum development for non-credit health science courses
	Develop framework to align health sciences courses and certifications with for-credit technical certificates and/or degrees
	Begin the curriculum development of the bioscience/advanced manufacturing courses
Begin integration of bioscience/advanced manufacturing accelerated training	
<b>SEGMENT 3: Eval</b>	Develop a plan for sustainability and ongoing training beyond the grant project
	Ensure curriculum is established on the D2L Learning System and available for faculty to use

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Segment	Strategies/Activities
	Long-term externship agreements with local employers are established.
	Collect evaluation and reporting data on a quarterly basis
	Convene a group of program advisors at least quarterly to review data including the number of participants and the number of completers. Make adjustments as necessary.
	Complete final report to DEO and implement sustainability plan

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

Because the program is based on demonstrated industry demand, once the structure is established and training created to prepare workers for specific certifications, the program will sustain itself through industry demand and participant enrollment. Additionally, a large portion of the grant funds will be to create the non-credit courses within Broward College’s D2L system, an online platform that will help sustain the training. By creating a framework to align the non-credit course competencies and certifications with the for-credit technical certificates and degrees, it creates a pathway for students to not only continue their education but also provides opportunities for participants to receive financial support through financial aid and scholarships.

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

Certifications, Technical Certificates and Degree options are listed in Section C on page 15. CIP Codes for these fields are as Follows: Please also see the list of certifications in Section C under Program Requirements.

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

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

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

Additional resources have been identified to support creation and implementation of CORE-Life Sciences. They include in-kind support through the College and its partners.

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Broward College: will provide \$1,047,729 in cash and in-kind services:

- Training cost for Health Sciences and Advanced Manufacturing underwritten by a grant from The Frederick A. DeLuca Foundation (Cash contribution - \$533,730)
- Certification Cost for Health Sciences and Advanced Manufacturing underwritten by a grant from The Frederick A. DeLuca Foundation (Cash contribution - \$75,000)
- Training and industry-recognized certification cost underwritten by a grant from Bank of America (Cash contribution - \$100,000)
- Outreach and employment services by Employment Specialist for unemployed/ underemployed or furloughed workers leading to employment in the life sciences industry through grant provided by the Community Foundation of Broward (Cash contribution (Cash contribution - \$150,000)
- Faculty and Pathway leadership support in creating a framework to align non-credit course competencies and certifications with for-credit technical certificates and degrees.
- Academic advising of students to matriculate into technical certificate and degree programs.
- Online course modules for the Supply Chain Management developed through the US Department of Education's Trade Adjustment Assistance Community College Career Training (TAACCCT) grant
- CNC Machining equipment funded through a grant from JP Morgan Chase Foundation (in-kind - valued at \$188,999)
- Professional Development for Facilitators via online and face-to-face training
- Usage of the Health Sciences Simulation Center and the Advanced Manufacturing Labs
- Online application system for applicant and data collection
- Usage of D2L learning system
- Career Center services including resume writing, mock interviews, job fairs
- Employer partnership development through Memorandum of Understandings (MOUs)

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

- Serving as Subject Matter Experts (SMEs) for the curriculum development and advising students
- Externship experiences for potential workers/students
- Quarterly tours of area production and design facilities
- Collaboration with other training programs by employers and South Florida Manufacturing Association

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

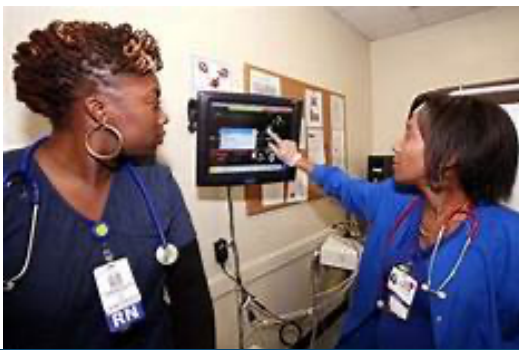
Community Partners: Partners including the Urban League of Broward County, YMCA, Boys and Girls Club, Hispanic Unity, Broward Partnership for the Homeless, FLITE Center, HANDY and other community partners, and municipalities will provide the following in-kind support estimated value at \$172,554 as follows:

**2020-2021 FLORIDA JOB GROWTH GRANT FUND**

- Facility usage for community-based training
- Recruitment of agency membership for training
- Facility space (outdoor) for hosting the SOW
- Advertisement space and marketing
- Referrals to employment and job search by CareerSource Broward

Broward College, employers and community partners will match a total of **\$1,260,033** through in-kind and cash contributions. **This equates to more than a quarter or 36% of the requested funds. Of the total matching funds, \$858,730 come from cash donations from The Frederick A. DeLuca Foundation, Bank of America Foundation and the Community Foundation of Broward County.**

Future Leveraged Funding: With the developed curriculum and training program, BC will be able to leverage two state funding sources. First, the *Open Door funding opportunity* which will provide the College access up to \$3,000 per eligible student for tuition, fees, examination, books, and materials and the second, the *Adult General Education Grant* program which requires integrated education and training programs for participants that are deficient in basic skills.



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

***Budget Narrative***



<b>Budget Narrative</b>			
<b>Line Item Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<p>The CORE-Life Sciences project request is \$3,540,064 over three years. The budget is reasonable and feasible to support the activities of the project that include developing strategies will help employers find skilled workers and meet industry demand and market forecasts in Florida's targeted industry of Life Sciences as it relates explicitly to healthcare and biosciences/life sciences advanced manufacturing of medical devices and products. Funding will be used for staff support and for the creation of a Simulation on Wheels (SOW) lab provide immersive learning and exposure for students, offering them a realistic-looking clinical simulation lab with manikins and equipment, allowing learners to practice and develop clinical expertise without any risk of patient harm and extending the access to simulation training which is currently limited, and integrate workforce readiness skills development. Funds are also requested for student tuition and certifications.</p>			
<p><b>Personnel Salaries: \$894,684.</b> Funds are requested for both full-time and part-time positions as detailed by position below. Full-time positions include a 2% escalation each year starting in year 2. The salaries are within the ranges established by BC's Human Resources job classification system.</p>			
<p><b>Project Coordinator</b> - Full-time at 37.5 hours per week, for years 1-3. Salary @ \$75,000 in year 1 and a 2% COLA increase.</p>	\$ 75,000	\$ 76,500	\$ 78,030
<p><b>Recruiter</b> - Full-time at 37.5 hours per week, for years 1-3. Salary is at \$55,000 in year 1 and a 2% COLA increase.</p>	\$ 55,000	\$ 56,100	\$ 57,222
<p><b>Instructional Designer</b> - Full-time at 37.5 hours per week, for years 1-3. Salary is at \$45,000 in year 1 and a 2% COLA increase.</p>	\$ 45,000	\$ 45,900	\$ 46,818
<p><b>Program Assistant</b> - Full-time at 37.5 hours per week, for years 1-3. Salary is at \$35,000 in year 1 and a 2% COLA increase.</p>	\$ 35,000	\$ 35,700	\$ 36,414
<p><b>Faculty Curriculum Developers</b> - Faculty will receive supplements to develop curriculum throughout the project</p>	\$ 52,000	\$ 52,000	\$ 28,000
<p><b>Course/Lab Facilitators</b> - Supplements in the form of hourly pay to facilitate course and lab learning</p>	\$ 40,000	\$ 40,000	\$ 40,000
<b>Total Salaries</b>	<b>\$ 302,000</b>	<b>\$ 306,200</b>	<b>\$ 286,484</b>
<p><b>Fringe Benefits: \$284,138.</b> BC has a comprehensive fringe benefit package for full-time personnel based on a rate of 18.82% of base salary, plus fixed costs of \$9,720. The full benefit package includes Dental, Disability, Florida Retirement (FRS), Health, Life, Medicare insurance as well as the required payment into the Social Security system. The full benefit package includes Dental, Disability, Florida Retirement, Health, Life, Medicare insurance as well as the required payment into the Social Security system.</p>			



<b>Budget Narrative</b>			
<b>Line Item Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Project Coordinator</b> - Fringe is calculated at the full-time rate of 18.82% (Disability--0.20%; Florida Retirement System (FRS) – 10.82%; Life--0.15%; Medicare – 1.45%; Social Security – 6.20%) of salary plus \$9,720 flat rate for health and dental coverage.	\$ 23,835	\$ 24,117	\$ 24,405
<b>Recruiter</b> - Fringe is calculated at the full-time rate of 18.82% (Disability--0.20%; FRS – 10.82%; Life--0.15%; Medicare – 1.45%; Social Security – 6.20%) of salary plus \$9,720 flat rate for health and dental coverage.	\$ 20,071	\$ 20,278	\$ 20,489
<b>Instructional Designer</b> - Fringe is calculated at the full-time rate of 18.82% (Disability--0.20%; FRS – 10.82%; Life--0.15%; Medicare – 1.45%; Social Security – 6.20%) of salary plus \$9,720 flat rate for health and dental coverage.	\$ 18,189	\$ 18,358	\$ 18,531
<b>Program Assistant</b> - Fringe is calculated at the full-time rate of 18.82% (Disability--0.20%; FRS – 10.82%; Life--0.15%; Medicare – 1.45%; Social Security – 6.20%) of salary plus \$9,720 flat rate for health and dental coverage.	\$ 16,307	\$ 16,439	\$ 16,573
<b>Faculty Curriculum Developers</b> - Fringe for supplements is calculated at a rate of 18.47% (FRS – 10.82%; Medicare – 1.45%; Social Security – 6.20%)	\$ 9,604	\$ 9,604	\$ 5,172
<b>Course/Lab Facilitators</b> - Fringe for supplements is calculated at a rate of 18.47% (FRS – 10.82%; Medicare – 1.45%; Social Security – 6.20%)	\$ 7,388	\$ 7,388	\$ 7,388
<b>Total Fringe Benefits</b>	<b>\$ 95,394</b>	<b>\$ 96,185</b>	<b>\$ 92,558</b>
<b>Equipment (over \$1,000): \$484,500.</b> Simulation on Wheels (SOW) lab and medical equipment to outfit lab for simulation training puposes.			
RV basic unit (Simulation on Wheels - mobile lab)	\$ 450,000	\$ -	\$ -
Ultrasound machine/cart for SOW	\$ 20,000	\$ -	\$ -
EKG machine and cart	\$ 3,000	\$ -	\$ -
Full Body manikin	\$ 3,500	\$ -	\$ -
Hospital Bed	\$ 2,000	\$ -	\$ -
Oxygen Wall for SOW	\$ 4,000	\$ -	\$ -
Server/PC for Virtual Reality	\$ 2,000	\$ -	\$ -
<b>Total Equipment</b>	<b>\$ 484,500</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Travel: \$2,670.</b> Local mileage for program staff to supervise program activites, perform outreach, and program insrtuction.			
Mileage- calculated at the standard rate of .445, multiplied by an estimated 2,000 miles per year.	\$ 890	\$ 890	\$ 890
<b>Total Travel</b>	<b>\$ 890</b>	<b>\$ 890</b>	<b>\$ 890</b>
<b>Equipment (less than \$1,000): \$40,185.</b> Equipment, materials and supplies for SOW lab.			

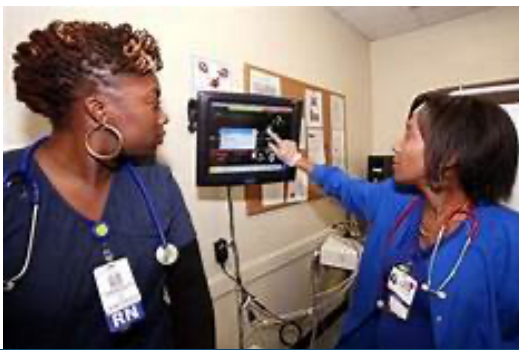
<b>Budget Narrative</b>			
<b>Line Item Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
60" TV Monitor for SOW	\$ 600	\$ -	\$ -
Phlebotomy arm	\$ 500	\$ -	\$ -
Office Chairs for SOW (5 @ \$145 each)	\$ 725	\$ -	\$ -
Refrigerator for SOW for Phebotomy Training	\$ 150	\$ -	\$ -
Blood Pressure Cuffs for SOW (4 @ \$45)	\$ 180	\$ -	\$ -
Virtual Reality Goggles (10 @ \$150 each)	\$ 1,500	\$ -	\$ -
Cameras for faculty/staff observation of simulation inside SOW mobile lab (4 @ \$150 each)	\$ 600	\$ -	\$ -
Security cameras for SOW	\$ 500	\$ -	\$ -
Speakers for SOW for simulation	\$ 250	\$ -	\$ -
Desk with rollers to convert driver and passenger to student desk	\$ 580	\$ -	\$ -
Computers/laptop for SOW and workers (10 @ \$650)	\$ 6,500	\$ -	\$ -
Printer for SOW	\$ 500	\$ -	\$ -
Supplies (paper, pencils, etc.)	\$ 1,200	\$ 1,200	\$ 1,200
Student materials	\$ 8,000	\$ 8,000	\$ 8,000
<b>Total Supplies</b>	<b>\$ 21,785</b>	<b>\$ 9,200</b>	<b>\$ 9,200</b>
<b>Other Costs: \$116,900.</b> Other project costs cell phones for staff, printing, internet access, outreach and marketing materials, SOW vehicle registration, SOW vehicle wrap, SOW vehicle gasoline and maintenance.			
Cell Phone (3 phone lines @ \$50/month x 12 months)	\$ 1,800	\$ 1,800	\$ 1,800
Program Printing Cost	\$ 1,500	\$ 1,500	\$ 1,500
Networking for Internet Accessibility	\$ 20,000	\$ 20,000	\$ 20,000
Outreach and Marketing Materials/Printing	\$ 2,500	\$ 2,000	\$ 2,000
Mobile Unit Vechile Registration	\$ 500	\$ -	\$ -
Mobile Unit Wrapping	\$ 10,000	\$ -	\$ -
Mobile Unit Gasoline and maintenance	\$ 10,000	\$ 10,000	\$ 10,000
<b>Total Other Cost</b>	<b>\$ 46,300</b>	<b>\$ 35,300</b>	<b>\$ 35,300</b>
<b>Student Costs: \$1,104,000.</b> Funding of tuition for coursework, background screenings, and certification costs for students.			
Tuition and Course Fees (non-credit offering)	\$ 275,000	\$ 275,000	\$ 275,000
Background screening for clinical experiences	\$ 11,000	\$ 11,000	\$ 11,000
Enhanced Basic Life Support Certification - required for all externships	\$ 30,000	\$ 30,000	\$ 30,000
Industry-Recognized Certification Cost	\$ 52,000	\$ 52,000	\$ 52,000
<b>Total Student Costs</b>	<b>\$ 368,000</b>	<b>\$ 368,000</b>	<b>\$ 368,000</b>
<b>Indirect Cost: \$612,987</b>			
52% indirect cost rate for salaries and fringe benefits - cognizant agent - Department of Health and Human Services	\$ 206,645	\$ 209,240	\$ 197,102
<b>Total Indirect Cost</b>	<b>\$ 206,645</b>	<b>\$ 209,240</b>	<b>\$ 197,102</b>
<b>Total Funding Request: \$3,540,064</b>			

**Budget Narrative**

<b>Line Item Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Total Direct and Indirect Costs	<b>\$ 1,525,514</b>	<b>\$ 1,025,015</b>	<b>\$ 989,534</b>

**Matching Funds: \$1,260,033**

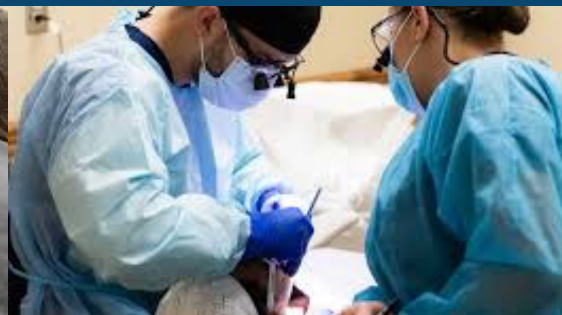
The CORE-Life project will be supported by \$1,260,033 in matching funds, \$858,730 of which is cash. This matching support of the project equals 36% of the funding requested.



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

*Letters of Support:*

- *Broward Legislative Delegation*
- *Broward Health*
- *Memorial HealthCare*
- *Memorial Healthcare HR*
- *South Florida Manufacturers Association*
- *CareerSource Broward*





## BROWARD LEGISLATIVE DELEGATION

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

**Rep. Michael Gottlieb**  
**CHAIR**

**Rep. Patricia H. Williams**  
**VICE CHAIR**

### **SENATORS**

Senator Tina S. Polsky  
District 29

Senator Lauren Book  
District 32

Senator Perry E. Thurston, Jr.  
District 33

Senator Gary Farmer  
District 34

Senator Shevrin D. "Shev" Jones  
District 35

### **REPRESENTATIVES**

Representative Patricia H. Williams  
District 92

Representative Chip LaMarca  
District 93

Representative Bobby DuBose  
District 94

Representative Anika Omphroy  
District 95

Representative Christine Hunschofsky  
District 96

Representative Dan Daley  
District 97

Representative Michael Gottlieb  
District 98

Representative Evan Jenne  
District 99

Representative Joe Geller  
District 100

Representative Marie Paule Woodson  
District 101

Representative Felicia S. Robinson  
District 102

Representative Tom Fabricio  
District 103

Representative Robin Bartleman  
District 104

Representative David Borrero  
District 105

### **DELEGATION STAFF**

Andrea C. Knowles, Executive Director  
Sydni B. Wilson, Administrative Coordinator  
Louis Reinstein, Delegation Counsel

August 26, 2021

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

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

The *CORE - Life Sciences* represents an innovative and lasting workforce education model with regional impact targeting the high-growth and critical industry of Life Sciences. The *CORE - Life Sciences* project will leverage a best practice workforce development model and expand access to postsecondary education directly into the most vulnerable communities offering students enhanced on-site training and support to ensure their success. The project strategies will also help employers meet current and future industry demand in Florida's targeted industry of Life Sciences, as it specifically relates to Healthcare, and advanced manufacturing of medical devices, equipment and supplies.

Broward College's request, for \$3.54 million allocates additional vital equipment and resources needed to provide 1,050 participants with workforce training over a 3-year period. An investment in Broward College's application, is truly an investment in our community. The results will be evidenced by the employers having a pipeline of ready and qualified people to fill critical healthcare and manufacturing positions to help address the health crisis caused by the COVID-19 pandemic, and to help meet future needs in the life sciences industry. We ask for your full support of this application and the efforts to serve the community we represent.

Sincerely,

State Representative Michael Gottlieb  
Broward Legislative Delegation, Chair  
for the Membership of the Broward Legislative Delegation

August 26, 2021

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

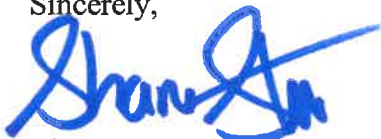
Dear President Haile,

On behalf of Broward Health, I am pleased to support Broward College's Application seeking funding from the Florida Job Growth Fund Workforce Training Grant opportunity for training in the Life Sciences industry – particularly the Health Care sector. Our organization is a public, not-for-profit safety-net healthcare organization. Having skilled healthcare workers is essential for our organization to drive our mission, which is to provide quality healthcare to the people we serve and support the needs of all physicians and employees.

Founded in 1938, Broward Health is one of the nation's 10 largest safety-net healthcare systems. Our team of caregivers is dedicated to providing personalized care for you and your entire family. For more than 80 years, Broward Health has been improving the health and well-being of our community through medical innovations, groundbreaking clinical trials, state-of-the-art technologies, and academic medicine. Because of the availability of a skilled healthcare workforce, Broward Health is one of the many companies in Broward County that are prospering, especially during these critical times.

It is of significant importance that we continue to develop our local workforce to support the Life Sciences/Healthcare sector. For that reason, Broward Health fully supports Broward College's application and is committed to continuing our work with them to ensure their training in the healthcare sector remains at the highest level and continues to produce strong candidates to fill our essential healthcare positions.

Sincerely,



Shane Strum  
President CEO



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

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

August 27, 2021

Dear President Haile,

On behalf of Memorial Healthcare System, I am pleased to support Broward College's Application seeking funding from the Florida Job Growth Fund Workforce Training Grant opportunity for training in the Life Sciences industry – particularly the Health Care sector. Our organization is a public, not-for-profit, safety-net healthcare organization. Having skilled healthcare workers is essential for our organization to drive our mission, which is to provide quality healthcare to the people we serve and support the needs of all physicians and employees.

Founded in 1953, Memorial Healthcare System is one of the nation's largest safety-net and public healthcare systems. Our team of caregivers is dedicated to providing personalized care for you and your entire family. For more than 60 years, Memorial Healthcare System has been improving the health and well-being of our community through medical innovations, groundbreaking clinical trials, state-of-the-art technologies, and academic medicine. Because of the availability of a skilled healthcare workforce, Memorial Healthcare System is one of the many organizations in Broward County that are prospering, especially during these critical times.

It is of significant importance that we continue to develop our local workforce to support the Life Sciences/Healthcare sector. For that reason, Memorial Healthcare System fully supports Broward College's application and is committed to continuing our work with them to ensure their training in the healthcare sector remains at the highest level and continues to produce strong candidates to fill our essential healthcare positions.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Aurelio M. Fernandez, III', with a long horizontal flourish extending to the right.

Aurelio M. Fernandez, III, FACHE  
President and Chief Executive Officer

AMF/cay



# Memorial Healthcare System

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

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August 24, 2021

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

Dear President Haile,

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

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

Sincerely,

Margie Vargas  
Sr. VP & Chief Human Resources Officer





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

July 29, 2021

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

Dear President Haile,

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

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Rocco', is placed over a yellow rectangular background.

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



CareerSource Broward Administrative Office  
2890 West Cypress Creek Road • Fort Lauderdale, FL 33309 • (954) 202-3830

August 9, 2021

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

Dear President Haile,

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

The proposal to provide short and long-term certifications in the Life Sciences Industry cluster to create a ready workforce that can take advantage of the middle-skill, high paying targeted occupations in our market would be a significant step forward in allowing us to continue to increase the number of jobs located in Broward County.

As part of our collaboration we will:

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

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

Sincerely,

*Carol Hylton*

Carol Hylton  
President/CEO

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

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

**Josh Levy**  
Mayor, City of Hollywood  
Chair Pro Tem  
CareerSource Broward  
Council of Elected Officials

**Frank Horkey**  
Chair  
Broward Workforce  
Development Board Inc.

**Carol Hylton**  
President/CEO  
CareerSource Broward

A proud partner of the  **americanjobcenter** network

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



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

*Health Sciences Pathway Brochure*

*Industry, Manufacturing, Construction & Transportation  
Pathway Brochure*



## HEALTH SCIENCES



# Health Sciences

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

## BACHELOR'S DEGREES

- » RN-BSN Baccalaureate Degree

### ASSOCIATE IN ARTS TRANSFER OPTIONS:

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

## INDUSTRY CERTIFICATIONS:

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

## ASSOCIATE IN SCIENCE DEGREES:

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

## CERTIFICATE PROGRAMS:

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

## CONTINUING EDUCATION

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

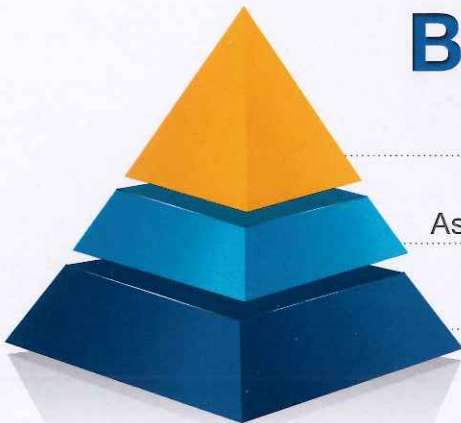
[www.broward.edu/ce](http://www.broward.edu/ce)

## BUILD YOUR EDUCATION

Bachelor's Degree

Associate in Arts/Science Degree

Technical Certificate





## ACCELERATED OPTIONS:

YOU LEARNED IT NOW EARN CREDITS FOR IT.

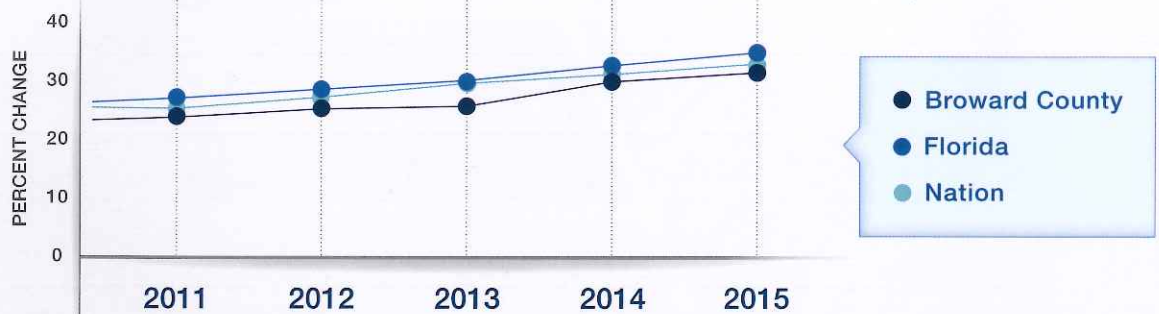
- » Credit-by-Exam
- » Dual Enrollment
- » Articulated Credits from High School or Technical College
- » Earned Industry Credentials
- » Prior Learning Assessment
- » Armed Forces Education Experience

[www.broward.edu/accelerated](http://www.broward.edu/accelerated)

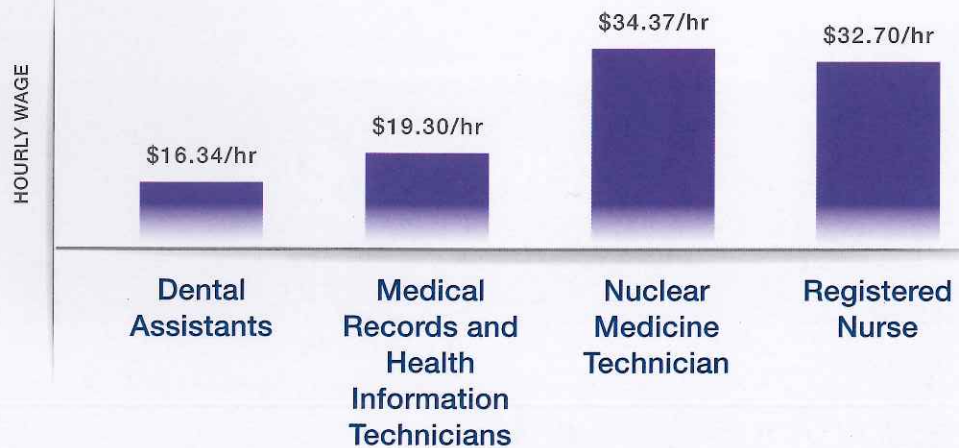
Economic Modeling, Inc. Analyst sourced the employment information, 2015



## JOB GROWTH OUTLOOK



## MEDIAN BROWARD COUNTY WAGE



# Career Pathways

- Majors of study:**
- Education
  - Early Childhood Education
  - Child Care Center Management
  - Secondary Education
  - Infant/Toddler/Preschool - Middle Grades Education

**EDUCATION**

- Majors of study:**
- Liberal Arts
  - Digital Media
  - Multimedia
  - Graphic Design
  - Mass Communication
  - Web Development
  - Music Technology

**ARTS, HUMANITIES, COMMUNICATION & DESIGN**

- Majors of study:**
- Accounting
  - Business Administration
  - Entrepreneurship
  - Global Trade & Logistics
  - Marketing
  - Paralegal Studies
  - Hospitality & Tourism
  - Supervision & Management

**BUSINESS**

**SOCIAL BEHAVIORAL SCIENCES & HUMAN SERVICES**

- Majors of study:**
- Counseling
  - Psychology
  - Sociology

**HEALTH SCIENCES**

**Majors of study:**

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

**INDUSTRY, MANUFACTURING & TRANSPORTATION**

**Majors of study:**

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

**SCIENCE, TECHNOLOGY, ENGINEERING & MATH**

- Majors of study:**
- Pre-Med
  - Life Sciences
  - Networking/Environmental Science
  - Engineering Information Technology
  - Computer Programming/Analysis

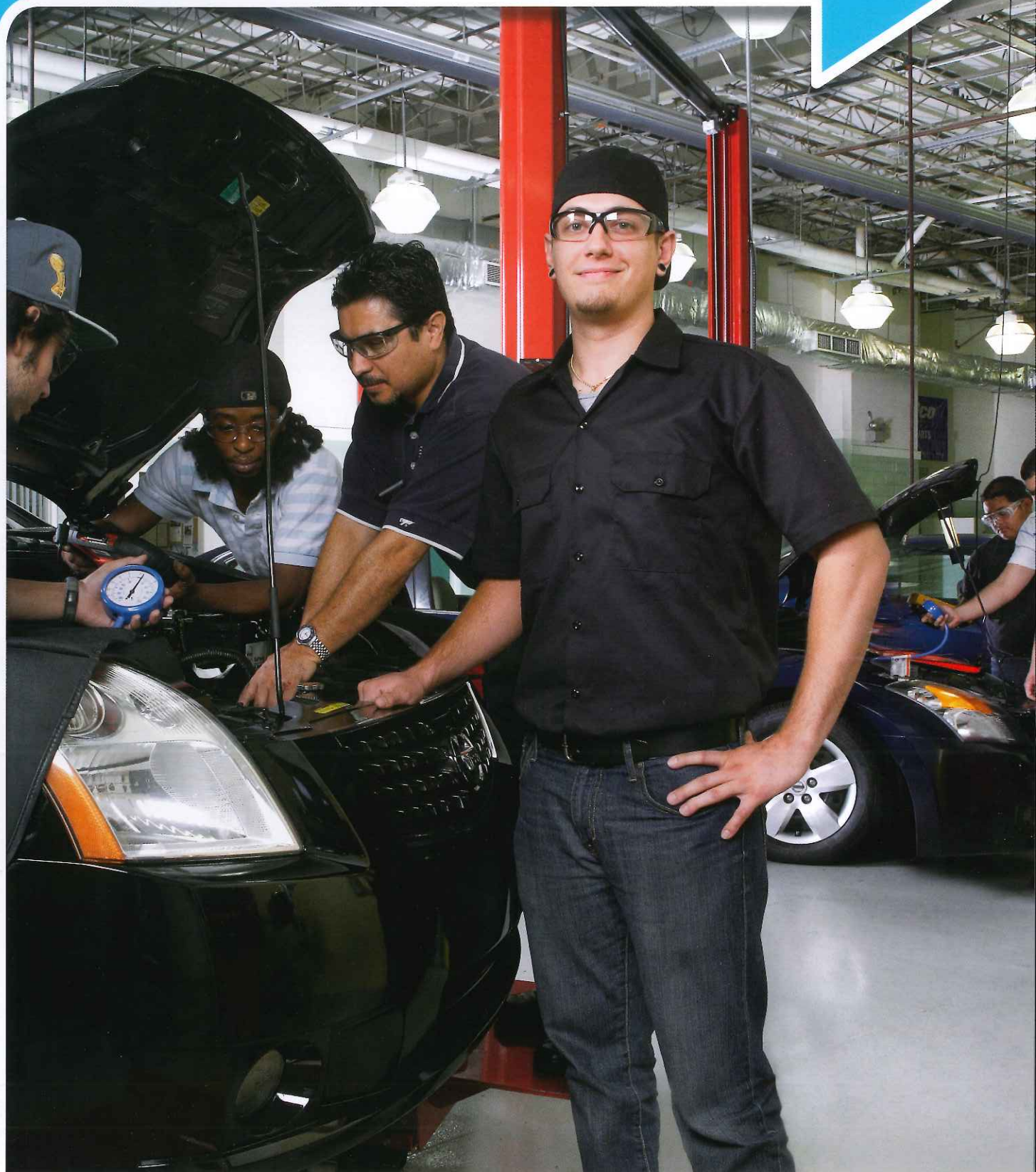
**PUBLIC SAFETY**

**Majors of study:**

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



## INDUSTRY, MANUFACTURING, CONSTRUCTION & TRANSPORTATION





# Industry, Manufacturing, Construction & Transportation

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

## BACHELOR'S DEGREES

- » Supply Chain Management

### ASSOCIATE IN ARTS TRANSFER OPTIONS:

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

## ASSOCIATE IN SCIENCE DEGREES:

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

## CERTIFICATE PROGRAMS:

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

## INDUSTRY CERTIFICATIONS:

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

## CONTINUING EDUCATION

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

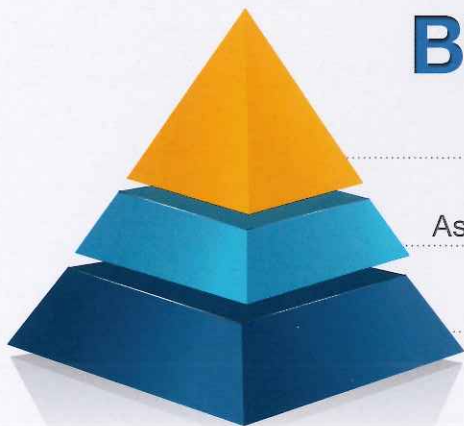
[www.broward.edu/ce](http://www.broward.edu/ce)

## BUILD YOUR EDUCATION

Bachelor's Degree

Associate in Arts/Science Degree

Technical Certificate



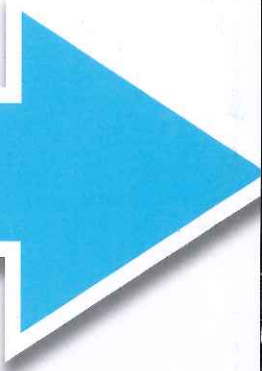


## ACCELERATED OPTIONS:

YOU LEARNED IT NOW EARN CREDITS FOR IT.

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

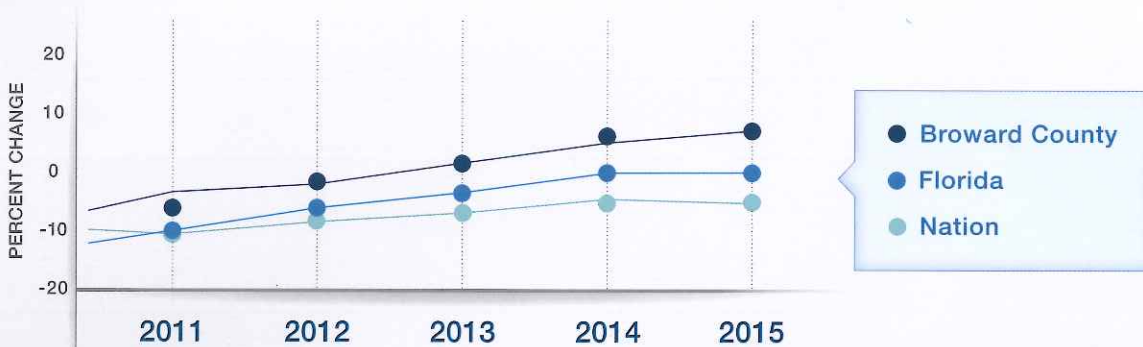
[www.broward.edu/accelerated](http://www.broward.edu/accelerated)



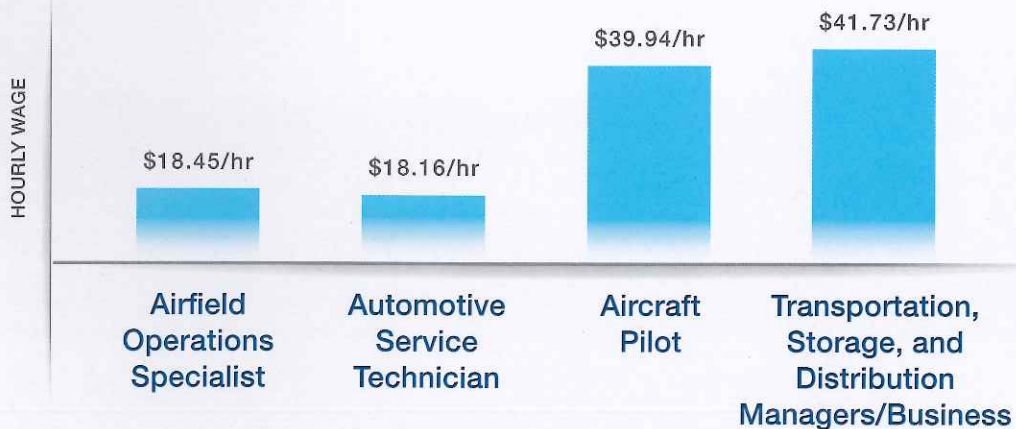
Economic Modeling, Inc. Analyst sourced the employment information, 2015



### JOB GROWTH OUTLOOK

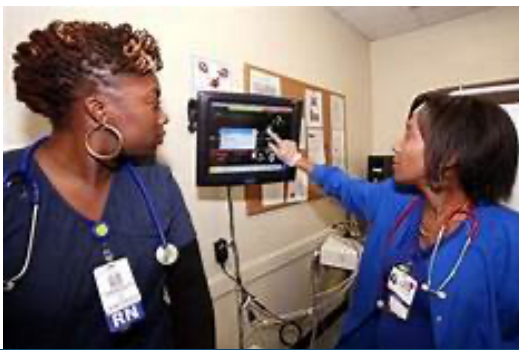



### MEDIAN BROWARD COUNTY WAGE



# Career Pathways





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

*President's Letter of Delegation of Authority*

*Administrative Authority Policy – 6hx2-2.01*





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

*Gregory A. Haile, Esq., President*

## MEMORANDUM

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

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

The corresponding procedure to policy 6Hx2-1.14 requires:

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "G. Haile", written over a horizontal line.

**Gregory A. Haile, Esq.**

President

Enclosures

## President's Designees

### Senior Vice Presidents

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

### Vice Presidents

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

# Policy Manual



<b>Title: General Powers, Duties, and Responsibilities of the President</b>	<b>Number:</b> 6Hx2-2.01
<b>Legal Authority:</b> <i>Fla. Statutes</i> 1001.65; 1012.855 <i>Fla. St. Bd. of Ed. Admin. Rules</i> 6A-14.0261; 6A-14.0262	<b>Page:</b> Page 1 of 4

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

1. Exercise general oversight of the College to determine needs and recommended improvements.
2. Advise and counsel the Board of Trustees and recommend Board action.
3. Recommend and enforce rules of the Board of Trustees.
4. Recommend and enforce minimum standards for the operation of College programs and for student completion of instructional programs.
5. Perform duties and exercise responsibilities assigned by law, by rules of the State Board of Education, and by the Board of Trustees.
6. Delegate authority necessary to insure that laws and rules are executed efficiently.

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

1. Advise and counsel the Board of Trustees and seek the advice and counsel of the Board. Recommendations, nominations, proposals, and reports to the Board from the President shall be recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the Board. In the absence of such record, the recommendations, nominations, proposals, and reports shall be presumed consistent with action by the Board.
2. Attend, but not vote at, all meetings of the Board of Trustees except when on authorized leave or when excused for official travel.
3. Keep minutes of all official actions and proceedings of the Board of Trustees and keep such other records, including records of property held or disposed of by the Board, as may be necessary to provide complete information regarding the College.
4. Act for the Board of Trustees as custodian of all College property. Recommend plans for contracting, receiving, purchasing, acquiring through condemnation, leasing, selling, holding, transmitting, and conveying title to real and personal property. Recommend plans for holding in trust and administering real and personal property, money, and other things of value, granted, conveyed, devised, or bequeathed for the benefit of the College.
5. Recommend to the Board of Trustees a long-term program concerned with the location and development of College buildings, transportation, personnel, instruction, and other educational

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

<b>Approved by the Board of Trustees</b>	<b>Date</b> 2/26/2013	<b>President's Signature</b> 	<b>Date</b> 2/26/2013
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# Policy Manual



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

features involving the interest and welfare of the students and citizens of the district over a period of years. Recommend to the Board an annual program concerned with the budget, sites to be purchased, buildings to be constructed, personnel, instruction, and all other phases of the College program developed in harmony and conformity with the long-term program.

6. Recommend to the Board of Trustees the establishment, organization, and operation of programs, classes, and services, including but not limited to: holidays and vacation periods; plans and procedures for cooperating with other colleges and agencies; and plans for the establishment, maintenance, and operation of a food service program.
  
7. Be responsible for College personnel and:
  - Recommend to the Board of Trustees positions to be filled, minimum qualifications required for each position, and persons to fill the positions.
  - Recommend to the Board a salary schedule or schedules for paying employees.
  - Recommend to the Board terms of employee contracts and prepare such contracts as are approved.
  - Recommend to the Board the transfer of employees. During emergencies, transfer employees as necessary and report the transfers to the Board at its next regular meeting.
  - Recommend to the Board the suspension of employees. During emergencies, suspend employees until the end of the day of the next regular or special meeting of the Board. Notify the Board immediately of such suspension. When authorized, notify suspended employees of the charges and the date of hearing. Dismiss employees according to law, rule, and Board policy.
  - Direct the work of and provide leadership for the improvement of employees.
  - Provide for the supervision and improvement of instruction.
  - Designate an administrator to act for the President during the temporary absence or incapacity of the President and during emergencies.
  
8. Recommend to the Board of Trustees rules to account for students, including admission, classification, attendance, control, discipline, promotion, suspension, expulsion, and graduation.
  
9. Provide for the development and improvement of instructional programs.
  
10. Be responsible for the College plant:
  - Recommend to the Board of Trustees a physical facilities acquisition and utilization program.

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

<b>Approved by the Board of Trustees</b>	<b>Date</b> 2/26/2013	<b>President's Signature</b> 	<b>Date</b> 2/26/2013
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# Policy Manual



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

- Recommend to the Board physical facilities alterations, repairs, plans, specifications, furnishings, and equipment.
  - Provide for the maintenance of the plant and grounds, assuring safety and sanitation.
  - Recommend to the Board adequate insurance coverage of College property.
  - Recommend to the Board the condemnation and removal of buildings when appropriate.
11. Be responsible for administration of financial matters and:
- Determine the funds necessary to operate the College;
  - Propose to the Board of Trustees an annual budget. After action by the Board, submit the budget to the Division of Community Colleges.
  - Recommend to the Board the borrowing of money when necessary.
  - Maintain accurate records of all financial transactions as prescribed by the Division of Community Colleges.
  - Submit financial reports to the Division of Community Colleges as required with copies to the Board.
  - Bond employees as provided by law and Board rules.
  - Recommend to the Board the terms, conditions, and specifications for contracts for supplies, materials, and services, including audits. See that materials, supplies, and services are provided according to contract.
12. Submit reports to the Division of Community Colleges as required.
13. Enforce laws, rules of the State Board of Education, and policies of the Board of Trustees.
14. Attend meetings of presidents called or scheduled by the Division of Community Colleges and participate in professional and general development activities.
15. Leave with the Board of Trustees and make available to the successor a complete inventory of College property, together with all official records and such other records as may be needed in supervising instruction and administering the College.
16. Have or designate custody of the College seal and authenticate true copies of decisions, acts, and documents when required by law, rules of the State Board of Education, or policies of the Board of Trustees.
17. Cause complete and accurate records of absences of College personnel to be kept. Records shall include exact date(s) and the nature of the cause of absences.

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

<b>Approved by the Board of Trustees</b>	<b>Date</b> 2/26/2013	<b>President's Signature</b> 	<b>Date</b> 2/26/2013
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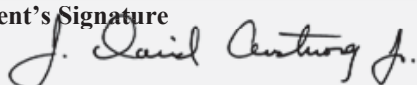
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**Legislation.** The President shall recommend to the Board of Trustees an annual legislative program which will identify areas of concern to the College. Upon adoption by the Board, the legislative program will be the primary guide for the legislative efforts of the Board, the President, and his/her representatives. The President and his/her representative(s) are authorized to deal directly with various legislative bodies and individual legislators in areas of concern to the College. The office of the President will coordinate the legislative efforts of the College and confer with appropriate staff regarding local political issues that pertain to the welfare of the College.

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

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