



EXECUTIVE SUMMARY

Recommendation that the Broward College District Board of Trustees accept the grant agreement for Perkins V Postsecondary Grant 2024-25. Fiscal Impact: Revenue \$2,421,762.00

Presenter(s): Steven Tinsley,

What is the purpose of this contract and why is it needed? This is a grant agreement with the Florida Department of Education to fund the Strengthening Career & Technical Education for the 21st Century Act-Perkins V-Postsecondary Career and Technical Education Programs, also known as Perkins V that is an entitlement grant. Perkins V was enacted on July 31, 2018, and provides the main source of direct federal funding to states for career and technical education (CTE) programs that consist of an industry-recognized credential, a certificate, an associate of science and/or an associate of applied science degree.

This award agreement is being presented to comply with Policy 6Hx2-6.18 Grants Compliance, which states that grants and contracts awarded to the College for program support will be officially accepted by the Board of Trustees at a regular meeting. It also establishes the fiscal authority by which Broward College will perform the activities as described in the grant application.

The purpose of Perkins V is to develop more fully the academic, career and technical skills of postsecondary education students who elect to enroll in career and technical education programs. Perkins V allows funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment conducted biennially. This program will help to on-board, advise, retain and place CTE students that will contribute to the core indicators of performance for accountability purposes, called Perkins Performance Measures. In addition, the program will fund educational equipment for select CTE programs. Only CTE programs with identified needs from the comprehensive local needs assessment that meet the state's definition of Size, Scope and Quality are permitted to use Perkins V funds.

What procurement process or bid waiver was used and why? Not applicable

Is this a budgeted expenditure from the budget established at the last June Board of Trustees meeting? No, this is a revenue generating item with a funder-approved budget and adds revenue to the College's budget established at the last June Board of Trustees meeting.

What fund, cost center and line item(s) were used? FD200, CC0287, and the following grant accounts: GR001264-GR001287. Line items consist of: 53000, 53100, 59100, 59101, 59200, 59701, 59702, 59703, 59704, 60501, 60502, 60503, 61000, 62000, 65500, 65501, 67001, 67600, 68007, 70600 and 71023. All budget line items were evaluated and approved based on the Comprehensive Local Needs Assessment (CLNA) conducted in 2023-24 that support direct alignment of the CLNA results to budget expenditures.

Has Broward College used this vendor before for these products or services? Not applicable.

Was the product or service acceptable in the past? Not applicable

Was there a return on investment anticipated when entering this contract? The return will be to meet or exceed the state mandated core indicators of performance.

The core indicators of performance at the postsecondary level are:

“(i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in a program or within 1 year of program completion.

(iii) the percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.”

Was that return on investment not met, met, or exceeded and how? This will be determined at the end of the grant period.

Does this directly or indirectly feed one of the Social Enterprise tactics and how? The grant will support the Accelerate Entry to College, Provide a Best-in-Class Student Experience, Answer the Call for Health Professionals and Actualize Employment tactics by directly supporting the enrollment, retention and completion of career and technical education students through concierge on-boarding, holistic caseload management, career exploration and placement efforts. In addition, the educational equipment will support the Best-in-Class Student Experience tactic.

Did the vendor amend Broward College’s legal terms and conditions [to be answered by the Legal Office] if the College’s standard contract was used and was this acceptable to the Legal Office?

The General Counsel's office has reviewed the agreement and any deviation to the College's standard terms has been deemed acceptable.

FISCAL IMPACT:

Description: Revenue generating (\$2,421,762.00)

Jamonica Rolle

Jamonica Rolle, Vice Provost, Academic Affairs













8/7/2024

APPROVAL PATH: 12425 Perkins V Postsecondary Grant 2024-25


 **Workflow**

 Edit View

 Add Work Item

Stage	Reviewer	Description	Due Date	Status	
1	Steven Tinsley	VP, Workforce Education		 Completed	
2	Natalia Triana-Aristizabal	Contracts Coordinator		 Completed	
3	Jeffrey Nasse	Provost and SVP of Academic Affair		 Completed	
4	Legal Services Review Group	Review and Approval for Form and		 Completed	
5	Board Clerk	Agenda Preparation		 Pending	
6	District Board of Trustees	Meeting	08/20/24 08:30 AM	 Pending	
7	Electronic Signature(s)	Signatures obtained via DocuSign b		 Pending	


**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT Broward College	2 PROJECT NUMBER 062-1615P-5CP01	
3 PROJECT/PROGRAM TITLE Strengthening Career & Technical Education for the 21st Century Act - Perkins V - Postsecondary Career and Technical Education Programs <p align="center">TAPS 25B005</p>	4 AUTHORITY 84.048 Title I: Workforce Investment Act, Section 503 USDE or Appropriate Agency FAIN#: V048A240009	
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/01/2024 - 06/30/2025 Program Period:07/01/2024 - 06/30/2025	
7 AUTHORIZED FUNDING Current Approved Budget: \$2,421,762.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$2,421,762.00	8 REIMBURSEMENT OPTION Federal Cash Advance	
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>06/30/2025</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>08/20/2025</u> • Last date for receipt of proposed budget and program amendments: <u>04/30/2025</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: • Federal Award Date : <u>07/01/2024</u> 		
10 DOE CONTACTS Program: Lucinda Coverston Phone: (850) 245-9037 Email: Lucinda.Coverston1@fldoe.org Grants Management: Unit B (850) 245-0735	Comptroller Office Phone: (850) 245-0401 UEI#: G95LD67WQ8N5 FEIN#: F591216107023	
11 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference. • For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project. • All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification. • The Department’s approval of this contract/grant does not excuse compliance with any law. • Other: 		
12 APPROVED: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Charles D. Fecher</i> Authorized Official on behalf of the Commissioner of Education</p> </div> <div style="width: 45%; text-align: center;"> <p>7/25/2024 Date of Signing</p> </div> <div style="width: 10%; text-align: right;">  <p>FLORIDA DEPARTMENT OF EDUCATION fldoe.org</p> </div> </div>		

**INSTRUCTIONS
PROJECT AWARD NOTIFICATION**

- 1** Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
- 2** Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
- 3** Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
- 4** Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
- 5** Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
- 6** Project Periods: The periods for which the project budget and program are in effect.
- 7** Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
- 8** Reimbursement Options:
 - Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
 - Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
 - Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
 - Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
- 9** Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
- 10** DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
- 11** Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
- 12** Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

Florida Department of Education Project Application

Please return to: Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder AgencyNumber_AgencyName_XXB005_submit	A) Program Name: Perkins V — Postsecondary TAPS NUMBER: 25B005	<u>DOE USE ONLY</u> Date Received 5/13/2024
B) Name and Address of Eligible Applicant: Broward College 111 East Las Olas Blvd. Room 1219 Fort Lauderdale, Florida 3330		Project Number (DOE Assigned) 062-1615P-5CP01
C) Total Funds Requested: \$2,421,762 DOE USE ONLY Total Approved Project: \$ \$2,421,762	D) <i>Applicant Contact & Business Information</i>	
	Contact Name: Dr. Steven Tinsley, Vice President Workforce Education & Strategic Partnerships Fiscal Contact Name: Nadine Kingston, Associate Vice President Grants Accounting	Telephone Numbers: 954-201-7811 SVP Workforce Ed & Strategic Partnerships 954-201-7424 Grants Accounting
	Mailing Address: Broward College 111 East Las Olas Blvd. Room 1219 Fort Lauderdale, Florida 3330	E-mail Addresses: stinsle1@broward.edu nbranch@broward.edu
	Physical/Facility Address: 111 East Las Olas Blvd. Room 1219 Fort Lauderdale, Florida 3330	UEI number: G95LD67WQ8N5 FEIN number: 59-1216107
CERTIFICATION		
<p>I, <u>Dr. Donald Astrab</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)  Signature of Agency Head	<u>President, Broward College</u> Title	<u>May 8, 2024</u> Date

Perkins V: 2024–2025 Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	Middle School: Orientation to Career Clusters	8000400	3622 Falcon Cove Middle School	
	High school: Allied Health Assisting	8417130/ 0317029903	1741 Boyd Anderson HS 0361 Blanche Ely 3861 Coral Glades 3623 Cypress Bay 1711 Deerfield Beach 0371 Dillard 3391 Flanagan 3731 Everglades 0241 McArthur 1751 Miramar 1901 Piper 1451 Plantation 2351 South Plant 0211 Stranahan 2751 Taravella 2831 Western	Local Articulation Agreement with Broward Technical Colleges: - High School students earn 150 hours toward program B070300 Medical Administrative Specialist by earning the Certified Medical Administrative Specialist Certification (CMAA) NATHA003

Postsecondary	Technical College/Center:	B070300	Atlantic Technical College, McFatter Technical College, Sheridan Technical College	<p>Articulation Agreement with Broward College: Upon completion of the Technical College program, students will be awarded 11 college credits towards Health Service Management A.S.</p> <p>Additional Acceleration Options:</p> <ul style="list-style-type: none"> • Local Industry Certification Articulation Agreement to Broward College • Certified Medical Administrative Assistant (CMAA) = HSC1531 (3 credits)
	Medical Administrative Specialist			
	FCS Institution:	1351070101	Broward College	<p>Local Intra-Institutional Agreement Upon completing the Health Service Management A.S. program at Broward College students can receive 60 credits toward their Bachelor of Health Service Administration degree at F.I.U.</p>
	SUS Institution:	51.2211	Florida International University	Bachelor's degree
	Bachelor of Health Services Administration (BHSA)			

ATTACHMENT E

2024–2025 Postsecondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.







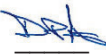


The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

Dr. Donald Astrab, hereby acknowledge and agrees to the statements below.

Name of Grantee

A. Career and Technical Education Instructional and Programmatic Assurances

The Grantee agrees:

-  1. To use the Florida Career and Technical Education Curriculum Frameworks located at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/> in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
-  2. To ensure that all postsecondary career and technical education instructors and faculty employed by school districts meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes; or (for FCS institutions)
-  3. To ensure that all career and technical education instructors and faculty meet the minimum credential requirements set forth by the FCS institution's Board of Trustees and the Southern Association of Schools and Colleges (if applicable) and abide by the provisions in Chapter 1012, Subpart B of the Florida Statutes.
-  4. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
-  5. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at <http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml>.
-  6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—
 - a) career exploration and career development coursework, activities, or services;
 - b) career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
 - c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program. (Sec. 134(b)(3))
-  7. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
-  8. To prepare career and technical education participants for non-traditional fields.
-  9. To provide equal access for special populations to career and technical education courses, programs, and programs of study.

10. To ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

1. To ensure that all eligible postsecondary career and technical education programs being supported with Perkins funds meet Florida's Perkins V Postsecondary Size, Scope and Quality (SSQ) Standards at <http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml> (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Starting in program year 2020–2021, newly implemented postsecondary programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Newly implemented programs must have students enrolled as a condition to utilize Perkins funds for support.
2. To ensure all career and technical education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).
3. To maintain all relevant documentation relating to need identification and stakeholder engagement for 5 years beyond the time of submission to the FDOE.
4. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

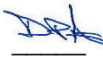


C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:






1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats. Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. To ensure accurate and detailed reporting, as mandated by Perkins V by making every effort to collect social security numbers without coercion or to use a Florida student identification number associated with a social security number for all career and technical education participants, as specified under s. 1008.386, F.S.
3. To accept that failure to collect social security numbers can result in a negative impact on any performance measure that requires follow-up into other postsecondary education and employment and that without a social security number additional data collection on exit outcomes may be required to be collected and submitted through a supplemental process.
4. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each postsecondary performance measure beginning with the data in program year 2020-2021.
5. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance data as reported to the state.
6. To accept the requirements to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
7. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.





D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

-  1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
 - i. document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c-e)
 - ii. meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's *Perkins V State Plan* in accordance with Perkins V Section 134(c)(2)(B)(i) and
 - iii. coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135
-  2. To assure that Perkins V funds will only be used to support the following eligible postsecondary career and technical education programs: career certificate, applied technology diploma, college credit certificate, Associate in Applied Science degree, Associate in Science degree, related technical instruction associated with a registered pre-apprenticeship/apprenticeship program.
-  3. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs ([Green Book](#)), any other relevant statutes, and regulations for guidance.


Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:


 - i. Education Department General Administrative Regulations (EDGAR) <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 - ii. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.
-  4. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.
-  5. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:
 - 2 CFR 200 of the Uniform Guidance <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.
 - Florida Department of Financial Services **Reference Guide for State Expenditures** <https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf> and guidelines published in the Florida Department of Education's **Green Book** available at <http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml>.
 - The DCAE, **Quality Assurance Policies, Procedures and Protocols Manual** is available at <http://www.fldoe.org/academics/career-adult-edu/compliance/>.
-  6. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.
-  7. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.
-  8. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.


-  9. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2025.
-  10. To accept that equipment purchased under this program must follow the Uniform Guidance found at <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>
-  11. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
-  12. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. Data Privacy and Security

The Grantee agrees:

-  1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at [http://uscode.house.gov/view.xhtml?req=\(title:20%20section:1232g%20edition:prelim\)](http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim)). The US ED provided information on FERPA on this site: <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>

-  2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

-  3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

Dr. Donald Astrab

Print Name of Agency Head

X 

Signature of Agency Head

Dr. Steven Tinsley

Print Name of Program Contact

X 

Signature of Program Contact

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
 - State laws and regulations pertaining to the expenditure of state funds.

Return to:

Florida Department of Education
Bureau of the Comptroller
325 West Gaines Street
914 Turlington Building
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

**Florida Department of Education
General Assurances, Terms, and Conditions for Participation in Federal and State
Programs**

Authority for Data Collection: 20 USC 1232e (a)

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

Instructions: These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

Certification:

I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Broward College	062	Dr. Donald Astrab, President
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.

	4/19/2024	954-201-7401
Signature (must be original)	Date	Area Code/Telephone Number

Return original to: Florida Department of Education
Bureau of the Comptroller
914 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

- The recipient will submit such reports to the Florida Department of Education and to U.S. governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.
- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the “General Assurances, Terms, and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the “General Assurances, Terms and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- For projects involving construction:
 - The project is not inconsistent with the Florida Department of Education’s overall plans for the construction of school facilities.
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
 - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”).

- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, “Audit Requirements” and/or Section 215.97, Florida Statutes, “Florida Single Audit Act” as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).

- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.
- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

Applicant - A school district or other entity seeking a project award from the Florida Department of Education.

Budget - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.

Budget Period - The interval of time into which a project period is divided for budgetary purposes.

Capital Outlay - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is \$1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Conflict of Interest – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

Disbursement - Payment made in cash, by check, or via other electronic means.

Data Universal Numbering System (DUNS) - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

Equipment – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

Mandatory Disclosure – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

Monitoring – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Non-profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For-Profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

Project Application - An entity's request for a project award under state or federal education programs administered by the Florida Department of Education.

Project Award - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period - The length of time for which a project has been authorized/awarded.

Project Recipient - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

System for Award Management (SAM) - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). <https://www.sam.gov/portal/SAM/#1>

Supplies - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost

objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of \$500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.
3. If the project recipient expends less than \$500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education’s program office at the address stated on the Project Award Notification
- Auditor General’s Office
401 Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
- Florida Department of Education’s program office at the address stated on the Project Award Notification
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace.
 - The grantee's policy of maintaining a drug-free workplace.
 - Any available drug counseling, rehabilitation, and employee assistance programs.
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
 - Abide by the terms of the statement.
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service
U.S. Department of Education
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building
No. 3]
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
 - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
 - Requiring such employee to participate satisfactorily in drug abuse assistance or

rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

DUNS Number - Data Universal Numbering System

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as “DUNS + 4,” which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

EDGAR - Education Department General Administrative Regulations

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.
- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

Administrative Fee for Non-Federal Funds

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

Interest Income

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

Lobbying

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of

documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.
- To the extent that any product constitutes a “work” within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a “work for hire.” In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.
- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department’s rights.
- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.
- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a “work for hire” basis and shall not in any way infringe upon the Department’s ownership of the product.
- The grantee agrees not to convey any rights in the product to a third party.
- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.
- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

regulations, and guidance documents.

Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department’s requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department’s approved substitute system. This document is available upon request from the Department’s Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department’s substitute system must furnish to DOE’s Comptroller’s Office the district’s policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district’s participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use “teams” as a basis for allocating personnel

cost. These methods apply only to the Department.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than \$1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.
- Items of equipment with an acquisition cost in excess of \$1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of \$1,000 through \$5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.¹ Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of \$5,000, must be processed in accordance with 2 CFR §200.313(e)(2), with the assistance and written approval of the Department.

Disposition of Real Property - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)²

Inventory of Property – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Purchasing

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)³ and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE’s Comptroller’s Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

¹ Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

² Ibid

³ CARDS (Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.

Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400

Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/>) includes the following requirements related to grant files for recipients:

This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of \$500,000 in a fiscal year,

that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of \$750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at: <http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf>.

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.

Postsecondary Local 2024-2025 Continuation Grant Application for Perkins V

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A. Please respond to the following question:

Question	Response
<p>i. Describe the process your agency used to conduct the required biennial CLNA during the 2023-2024 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2024-2025 and 2025-2026 program years.</p>	<p>Broward College's CLNA process was led by three administrators in Workforce Education & Innovation that included the Senior Vice President of Workforce Education and Innovation, Vice President of Workforce Education and the Dean of Career and Technical Education Support Services. In addition, administrators consulted with the following departments at Broward College: Institutional Research; Institutional Planning & Effectiveness; Student Services; Academic Pathways; Curriculum Services; Testing; Talent & Culture; Academic Service Centers; and Financial Services.</p> <p>Broward College established a taskforce that assisted in conducting the third CLNA in a series of needs assessment and planning sessions. Representatives from each of the required stakeholder groups will provide local economic and education needs data from various sources to include, but not limited to: labor market data from tools such as Burning Glass and EMSI; new business activity reports; technical program enrollment and completion rates; industry certification data; articulation information, program viability reports; Perkins performance data for past several years; alumni data from the Florida Education & Training Placement Information Program (FETPIP); data from the Florida Department of Economic Opportunity Labor Market Statistics Center to identify high demand industries and job growth; local employment and demographics data from the US Census (unemployment rates, industry job count change, etc.); reports from the Greater Fort Lauderdale Alliance, Broward Workshop and Program Advisory Committees; CareerSource Broward's Individual Training Accounts (ITA) list; internal program reviews; internal staff and faculty surveys; institutional reports; and other data. Where possible, the data was separated by gender, races, ethnicity and other</p>

	<p>special populations of students or residents. The Taskforce will utilize data sources to compile a general needs profile for Broward College workforce education students, while conducting the full CLNA. The general needs profile will be cross walked against all the College's existing CTE program and Perkins funding. The crosswalk will identify gaps in services or programming that will be addressed through the Perkins funding.</p>
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B. Complete the Stakeholder Consultation Summary Table below:

Instructions:

This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identify the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;	Broward County Public Schools, Broward County Technical College and Broward College: Counselors, Admissions, Specialists and Administrators	Conducted stakeholder virtual meetings on: 8/30/22; 8/25/23; 9/26/23; 2/7/24; 2/16/24.	Stakeholders consulted on: Student Performance, Quality, Implementation of Programs of Study, Faculty and Staff, Equity and Access
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school	Broward College Staff	6/23/23 Workforce Education and Innovation Virtual Job Fair- recruitment event for BC workforce education positions	Stakeholders consulted on: Quality, Implementation of Programs of Study, Faculty and Staff, Equity and Access

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
leaders, administrators, and specialized instructional support personnel and paraprofessionals;		Five "Talk. Chat," focus group sessions conducted between 11/16/22 and 2/22/23 with 307 attendees led by Talent & Culture for retention purposes.	Stakeholders consulted on: Faculty and Staff, Equity and Access
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Broward College Academic Pathway Deans & Associate Deans for Career and Technical Education programs; Position Budget Office; Talent & Culture (Human Resources)	Reviewed staffing vacancy reports & position budgets. Email exchange completed on 4/19/24 confirms CTE chronically vacant positions and rationales.	Stakeholders consulted on: Faculty and Staff Support
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Broward College Center for Teaching and Learning (CTEL) staff	Interviewed Broward College Center for Teaching and Learning (CTEL) on 4/11/24 and 5/9/24 regarding faculty professional development.	Stakeholders consulted on: Faculty and Staff Support
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Broward College Staff in: Student Success Developmental Education & Accessibility Resources	Email exchange on Peer mentoring programs, TRIO Student Support Services and Student Outreach Services (basic needs) between 4/16/24 and May 2, 2024.	Stakeholders consulted on: Equity and Access, Scope, Quality, and Student Performance

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
	Broward College Talent & Culture (Human Resources) Staff	Meeting on 4/9/24, 4/11/24 & 5/9/24 with Talent & Culture and CTEL to discuss recruitment, retention, staffing equity and staff professional development. Email exchange between 4/9/24 and 5/9/24.	Stakeholders consulted on: Equity and Access, Faculty and Staff Support
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Broward College Academic Pathway Deans, Associate Deans and Program Managers for Career and Technical Education programs	Surveyed CTE/Workforce Education staff and administration between 2/21/24-3/12/24. Collected 27 surveys regarding program and support needs.	Stakeholders consulted: Equity and Access, Labor Market Alignment, Size, Scope, Quality, and Student Performance
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Broward College Student Services staff	Surveyed Broward College Student Services department on staffing and professional development needs between 1/26/24 and 4/10/24, received 45 responses.	Stakeholders consulted: Faculty and Staff Supports, Equity and Access, Labor Market Alignment, Scope, Quality, and Implementation of Programs of Study
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Greater Fort Lauderdale Alliance Leadership Trip National Council for Workforce Education	Leadership Meeting: 3/13/23-3/16/23 7/12/23-7/14/23 7/26-23-7/28/23 9/28/23-9/29/23	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity & Access, and Implementation of Programs of Study

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
	Commission for Independent Education Commission for Independent Education Commission for Independent Education YMCA Urban League	11/8/23-11/9/23 10/25/23 10/25/23	
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	CareerSource Broward & Broward College (Employment Solutions and Enrollment Mgmt.) Broward Unlimited Potential (UP) city partners: Coral Springs; Deerfield Beach; Lauderhill; Lauderdale Lakes; Pompano Beach; Miramar; Tamarac; West Park; and Sunrise.	Meetings or events on 9/26/23; 1/24/24; 2/22/24; 2/27/24; 3/14/24; 3/19/24; 3/18/24 – 3/22/24. A series of 18 meetings between 7/13/23 to 3/13/24 that resulted in 8 MOUs between Broward College and municipality partners.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access. Stakeholders consulted on: Student Performance, Size, Scope, Quality, Labor Market Alignment, Equity & Access, Implementation of Programs of Study, Faculty and Staff Support
(iii) representatives of local or regional businesses or industries;	Broward College Career and Technical Education Program Advisory Committee Members	Surveyed Career and Technical Education Program Advisory Committee members between 10/1/23 to 1/31/24. Collected 102 surveys from advisory members regarding hiring/employment needs.	Stakeholders consulted on: Labor Market Alignment, Scope, Quality, and Implementation of Programs of Study
(iii) representatives of local or regional businesses or industries;	Arts, Humanities, Communication & Design Pathway --- Program Advisory Committee members meetings	The following programs (including CCC's aligned to parent AS) met on: New Media 10/25/23 and 2/28/24. Film Production 12/1/23 and 4/26/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, Implementation of Programs of Study, Faculty and Staff Support

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
		Graphic Design 12/1/23 and 5/6/24. Music Technology 12/4/23 and 4/19/24.	
(iii) representatives of local or regional businesses or industries;	Business Pathway --- Program Advisory Committee members meetings	The following programs (including CCC's aligned to parent AS) met on: Hospitality & Tourism and Culinary Art Management 11/15/23 and 4/24/24. Marketing Management, Business Administration, Office Administration, Accounting Technology and Business Analytic 10/6/23 and 4/5/24. Paralegal Studies 10/27/23 and 4/19/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, Implementation of Programs of Study, Faculty and Staff Support
(iii) representatives of local or regional businesses or industries;	Early Childhood Education --- Program Advisory Committee members meetings	The following programs (including CCC's aligned to parent AS) met on: Early Childhood Education 12/6/23 and 5/1/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, Implementation of Programs of Study, Faculty and Staff Support
(iii) representatives of local or regional businesses or industries;	Health Sciences – Program Advisory Committee members meeting	The following programs (including CCC's aligned to parent AS) met on: Dental Assisting and Dental Hygiene 1/25/24 and 4/11/24. Health Information Technology 9/14/23 and 4/10/24. Health Service Management/Health Science Navigator 10/5/23 and 5/21/24. Physical Therapist Assistant	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, Implementation of Programs of Study, Faculty and Staff Support

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
		<p>2/21/24 and 5/2/24. Emergency Medical Services 11/27/23 and 4/15/24. Nuclear Medicine Technology 11/13/23 and 4/15/24. Radiography 12/1/23 and 5/2/24. Radiation Therapy 12/6/23 and 5/1/24. Respiratory Care 12/6/23 and 6/5/24. Diagnostic Medical Sonography 10/10/23 and 5/1/24. Vision Care Technology 12/12/23 and 6/18/24. Nursing/LPN/RN Transition 10/26/23 and 4/18/23.</p>	
(iii) representatives of local or regional businesses or industries;	Industry, Manufacturing, Construction and Transportation (IMCT) – Program Advisory Committee members meeting	<p>The following program (including CCC's aligned to parent AS) met on: Building Construction Technology 12/12/23 and 4/26/24. Automotive Tech Service 10/25/23 and 4/3/24. Marine Engineering Management 8/23/23 and 4/11/24. Supply Chain Management Operations 10/4/23 and 2/7/24. Aviation Institute/Maintenance Mgmt. and Avionics 9/14/23 and 4/4/24. Engineering Technology 12/8/23 and 4/19/24.</p>	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, and Implementation of Programs of Study

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
(iii) representatives of local or regional businesses or industries;	Industry, Manufacturing, Construction and Transportation (IMCT) – Aviation Industry Partner Engagement	Aviation department (Professional Pilot Technology, Aviation Administration, Air Traffic Control) 9/14/23 and 4/4/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, and Implementation of Programs of Study
(iii) representatives of local or regional businesses or industries;	Public Safety – Program Advisory Committee members meeting	The following programs (including CCC’s aligned to parent AS) Criminal Justice, Crime Scene, Polygraph, Police Academy, Correction Officer Academy, Service Aide Academy and Crossover from Corrections to Law Enforcement Officer met on 8/15/23; 11/15/23; 2/19/24; and 5/21/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, and Implementation of Programs of Study
(iii) representatives of local or regional businesses or industries;	Science, Technology, Engineering and Math (STEM) – Program Advisory Committee members meeting	The following programs (including CCC’s aligned to parent AS) met: Computer Information Technology and Networking Systems Technology 10/6/23 and 3/15/24. Software Development 10/20/23 and 4/19/24. Technology Project Management 10/27/23 and 3/26/24. Environmental Science Technology 12/5/23 and 5/15/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, and Implementation of Programs of Study
(iii) representatives of local or regional businesses or industries;	Social Behavioral Sciences and Human Services - Program Advisory Committee members meeting	Human Services program (including CCC’s) met on 12/1/23 and 4/26/24.	Stakeholders consulted on: Scope, Quality, Labor Market Alignment, Equity and Access, and

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
			Implementation of Programs of Study
(iii) representatives of local or regional businesses or industries;	Information Technology Employer Panel	IT experts participate in IT panel discussion on IT career pathways to pre-apprentices on 5/24/22.	Stakeholders consulted on: Labor Market Alignment, Equity & Access, and Implementation of Programs of Study
(iv) parents and students;	Broward College Single Parent Students and Student Parents	Broward College was one of eight institutions participating in the College Success for Single Mothers initiative. A 3 yr research project led by the National College Transition Network in partnership with Achieve the Dream. Survey sent to single parents and student parents at BC. Findings published September 2023.	Stakeholders consulted on: Student Performance, Scope, Quality, Labor Market Alignment, and Equity and Access
(iv) parents and students;	Parents attending Jack & Jill Center Parenting Class	Oct 9, 2023-BC rep meets w/ parents regarding programming and services. Nov 7, 2023-BE rep presents services for financial wellness, access to higher education.	Stakeholders consulted on: Equity and Access, Size and Quality
(iv) parents and students;	CTE Broward College students	Surveyed 2,383 CTE Students, including special populations between 12/14/23-3/5/24. Collected 113 surveys.	Stakeholders consulted on: Labor Market Alignment, Scope, Quality and Implementation of Programs of Study, Equity and Access, Faculty & Staff Support

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
(v) representatives of special populations;	<p>Fort Lauderdale Independence, Training & Education (FLITE) Center</p> <p>YMCA</p> <p>Broward Housing Authority</p> <p>Neurodiverse students and Students seeking mental health wellness</p>	<p>14 meetings between June 20, 2023 and August 24, 2023 conduct on-site visit for Foster children.</p> <p>12/9/22 official opening of Broward College at L.A. Lee YMCA/Mizell Community Center. BC offers courses, workshops student services to special populations @ the YMCA.</p> <p>3/20/24 and 4/10/24 BC rep met on-site w/ homeless citizens regarding programming and services.</p> <p>11/8/23 First Annual Broward College Mental Health Symposium for neurodiverse populations and BC students seeking mental health wellness.</p>	Stakeholders consulted on: Size, Quality, Labor Market Alignment, Equity and Access
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Broward Up workforce partners: Feeding South Florida; Tech Army; Big Brother Big Sister; Federal Credit Union (EdFed); Gulfstream Community Partnership School; Broward County Housing Authority; United Way; Regions Bank; Small Business Development Center; Pal of Hallandale Beach Community Center; Grace Place School Partnership Interest; AmeriCorps Florida VISTA Network; Urban League of Broward County; The	A series of 30 meetings between 7/6/23 to 4/11/24 that resulted in 11 MOUs between Broward College and municipality partners.	Stakeholders consulted on: Student Performance, Size, Scope, Quality, Labor Market Alignment, Equity and Access, Implementation of Programs of Study, Faculty and Staff Support

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations, and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this Category of stakeholder was consulted.
	Crockett Foundation; Jack & Jill Children Center; Helping Abused Neglected Disadvantages Youth (HANDY), Inc.; Boys and Girls Club; Broward Community & Family Health Centers; Hispanic Unity; and Smart Horizons Career Online Education.		
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable); and	Seminole Tribe of Florida and Broward College	2024 series of email exchange to secure a graduation venue for Broward College Spring graduation ceremony. Contract signed by April 30, 2024. Graduation held at the Seminole Hard Rock Hotel on May 7, 2024.	Stakeholder consultation on: Size, Equity & Access
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable).	LGBTQIA+ students at Broward College	4/4/24 On site meeting to Overcome Adversity and Achieve Success.	Stakeholder consultation on: Quality, Faculty and Staff Supports, Equity and Access

C. Size, Scope and Quality (SSQ) for CTE Postsecondary Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook with the required SSQ information.**
- ii. Complete the following narrative summary.

Postsecondary Programs Narrative Summary for SSQ

		RESPONSE
<p>(a) SIZE: Intentionally Designed Pathways</p>	<p>Do all CTE postsecondary programs offered by your agency provide an opportunity for students to complete an entire CTE program? (Institution offers the entire program length and not just part of the program.)</p> <p>Identify those programs (CIP #, program number and title) that do not permit students to become a full program completer (if applicable).</p>	<p>All Broward College CTE programs have met the SIZE requirement and offer an opportunity for students to complete the full program.</p>
<p>(b) SCOPE: Business and Industry Engagement and Workforce Alignment</p>	<p>Provide a summary description for how your agency's CTE postsecondary programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.</p>	<p>Twice per year, each program meets with their Advisory Committee members to review the following data: labor market information, student enrollment, student graduation rates, faculty resources (surveys, post grad follow up), department resources (equipment), industry trends and curriculum. The Advisory Committee makes recommendations for continuous improvement as well as provides input on skills needed to get hired locally. Advisory Committee recommendations are taken into consideration when updating curriculum to better meet the needs of the local labor market.</p>
<p>(c) QUALITY: Engaging Instruction</p>	<p>Provide a summary description for how your agency's CTE postsecondary programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.</p>	<p>Faculty develop content with industry partners input for guidance on required employee skill sets. CTE curriculum includes both general education and CTE core technical courses and is aligned to Florida Department of Education's curriculum frameworks. Through our pathways</p>

		<p>initiatives these areas work closely in terms of curriculum and contextualizing general education coursework to make it applicable for students in CTE programs.</p> <p>Academic and CTE faculty participate in committees such as the General Education Task Force and Curriculum Committee to collaborate and evaluate academic content. The General Education Task Force identified six competencies (critical thinking, effective communication, ethical reasoning, global self-awareness, information literacy, and mathematical/scientific reasoning), as well as workplace competencies (communication, problem solving, professionalism, teamwork/collaboration) that all students are expected to achieve while studying at Broward College. Learning outcomes are listed in individual course syllabi, course outlines and the course catalogue. In addition, courses are evaluated every five years and CTE programs are evaluated annually in the Program Vitality Reviews.</p>
<p>(d) QUALITY: Appropriate Instructional Supports</p>	<p>Provide a summary description for how your CTE postsecondary programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.</p>	<p>Faculty use the following instructional supports to facilitate learning: relevant equipment, software, learning management systems, simulated work environments-both remote & on-site, project-based learning, cap stone courses, clinical rotations, internships, open labs, and mass on-line free resources recommended by industry partners, and our Center for Teaching and Learning.</p>

<p>(e) QUALITY: Prepared and Effective Faculty and Staff</p>	<p>Provide a summary description of how your CTE postsecondary programs provide CTE instructors supports to maintain up to date skills and knowledge necessary to support learning.</p>	<p>CTEL actively supports faculty by offering a range of professional development opportunities designed to keep them current with the latest pedagogical strategies and developments in their disciplines.</p> <p>The annual Professional Development Day is a dedicated event for faculty and staff to engage in a comprehensive learning experience designed to enhance their skills, knowledge, and effectiveness. This event features a variety of workshops, keynote, and collaborative sessions tailored to address the latest trends in education, technological advancements, and best practices in teaching and learning.</p> <p>CTEL's Scholarship of Teaching and Learning (SoTL) program supports the pedagogical inquiry efforts of Broward College's faculty. The program encourages faculty to enhance their teaching and promote student success while providing resources to conduct scholarly work on teaching and learning. The three areas of interest for 2023-2024 were AI & Emerging Technology, Competency to Career and Flexible Learning.</p> <p>CTEL offers several professional development opportunities for faculty interested in using technology to further enhance their courses. These opportunities include workshops on leveraging the various tools of the LMS (Learning Management System) D2L Brightspace, synchronous communication tools for live online sessions such as Zoom, mobile educational apps, open educational resources (to reduce costs of course materials). CTEL also</p>
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		<p>provides training on various teaching modalities, most recently, Flexible Learning. Flexible learning is student-centered course delivery model that combines online and classroom-based learning.</p> <p>To provide customized support to new full-time faculty and part time faculty, CTEL offers two programs tailored for each group, the New Faculty Institute and the Adjunct Faculty Institute.</p> <p>New Faculty Institute (NFI) The New Faculty Institute is a comprehensive orientation and development program specifically designed for new full-time continuing contract eligible faculty members. This program provides a structured introduction to the college's culture, expectations, and resources. This semester long program includes opportunities for collaboration and community building.</p> <p>Adjunct Faculty Institute (AFI) The Adjunct Faculty Institute focuses on the specific needs of part-time faculty, offering targeted support and resources that address the challenges of balancing teaching with other professional commitments. The program features flexible training sessions, including online modules and virtual sessions, tailored to fit the adjunct faculty's schedules.</p> <p>Customized Professional Development In our effort to provide customized professional development, CTEL works closely with Associate Deans to offer discipline specific</p>
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		<p>professional development during department retreats.</p> <p>CTEL hosted the inaugural Artificial Intelligence (AI) Institute. The AI Institute offers a blend of pedagogical knowledge and practical application tailored to the teaching and learning environment. In addition to virtual asynchronous sessions, participants engaged in discipline specific conversation around AI. 175 participants joined the inaugural institute.</p> <p>CTEL launched the “Scheduled Consultations” program in Spring 2024. Faculty can schedule half-hour or one-hour one-on-one consultation sessions on a variety of topics, including D2L, Zoom, and Multi-Media. During these sessions, attendees will meet with a CTEL team member and will receive individualized guidance and feedback.</p> <p>The college continues its partnership with the Association of College and University Educators (ACUE). ACUE prepares, credentials, and provides on-going support to faculty in the use of evidence-based teaching practices that promote student engagement, persistence to graduation, career readiness, and deeper levels of learning. Faculty who satisfies the requirements of ACUE’s courses earn certificates in effective college instruction endorsed by the American Council on Education.</p>
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- iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024-2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024-2025 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	Program support for equipment, software and supplies.
2	Resources and support for industry certification awareness, requirements, training, and exam preparation.
3	Program support and resources to ensure academic, soft skills and employability skills are integrated in curriculum
4	Program support and resources for labor market research and labor market alignment for CTE programs/students.
5	Program support and resources to promote employer and industry engagements.
6	Program support and resources to increase work-based learning opportunities

Add additional rows, as needed

D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information related to the Labor Market Alignment of their career and technical education programs.

- i. **Populate the CLNA Program Summary Worksheet in the Postsecondary CLNA and Budget Excel Workbook with the required LMA information. Include new programs and update any changes in criteria for program(s) in the columns provided.**
- ii. As a result of your CLNA review of labor market alignment, indicate if your FCS has identified programs that will be phased out and/or programs that you are considering for program development in the program year from 2024–2025. If your district has identified these programs, please complete the appropriate table.

Programs to be Phased Out (if applicable)

Program Number/CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	# of 2022–2023 Enrolled Students	# of sites which this program is offered	Last Year Program will be offered
1351080103	Medical Assisting	AS	7	3	24-25
0351090503	Nuclear Medicine Specialist	CCC	1	1	24-25
0641030102	Scientific Workplace	CCC	4	1	24-25

iii. Programs Considered for Development (if applicable)

Program Number/CIP	Program Name	Program Type (A.S., CCC, Career Certificate, Applied Technology Diploma, Apprenticeship)	Documentation of Local Need
1511010200	Artificial Applied Intelligence	AS	(SOC: 15-1252) According to Lightcast, there are 6,934 avg annual openings and 15 graduates from the tri-county area.
0511010200	Artificial Intelligence Practitioner	CCC	(SOC: 15-1252) According to Lightcast, there are 6,934 avg annual openings and 15 graduates from the tri-county area.
1530700100	Data Science Technology	AS	15-1211 RDOL HSHW and 24-25 MCL 2024-2025 Master Credentials List.xlsx (sharepoint.com)
0530700100	Data Science Technician	CCC	15-1232 RDOL and 24-25 MCL 2024-2025 Master Credentials List.xlsx (sharepoint.com)

Insert rows as needed

E. Development and Implementation of CTE Postsecondary Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i.

		RESPONSE
a.	Alignment: Which of your district’s locally offered programs would benefit from additional secondary or postsecondary program, course, and/or curriculum alignment?	Allied Health is offered at 12 of the 32 high schools in Broward County.
b.	Acceleration: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned, academic accelerated credit courses?	<p>Broward College has Identified the following acceleration opportunities.</p> <p><u>College Credit Certificates</u></p> <ul style="list-style-type: none"> • Health Care Services • Accounting Technologist Specialist <p><u>Articulation Agreement:</u></p> <ul style="list-style-type: none"> • Upon completion of the Technical College program, students will be awarded 11 college credits towards Health Service Management A.S. • Local Industry Certification Articulation Agreement to Broward College • Certified Medical Administrative Assistant (CMAA) = HSC1531 (3 credits)
c.	Coordination: Which program areas are un- or underrepresented on your advisory council(s)?	Not applicable

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review and updates of SSQ, LMA, and POS criteria, provide a list of the high-priority need(s) that will be addressed in the 2024-2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024-2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Resources and support for articulation agreements and credit for prior learning.
2	Resources and support to promote Programs of Study.
3	Resources and support for course structuring, availability and offer in multiple modalities.

Add additional rows, as needed

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to the recruitment, retention and training of CTE personnel.

- i. **Complete the following narrative summary.**

Faculty and Staff:

	RESPONSE
<p>a. Provide an overview of your institution's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.</p>	<p>Retention</p> <p>The Talent and Culture (T&C) Department continues its outreach efforts to share T&C's initiatives as related to culture to gain their perspective and insights during their employment experience. The goal is align who we are with who we aspire to be: a great workplace where every faculty and staff is engaged, empowered, and encouraged to soar. As such, we continue to fortify our efforts toward equitable hiring and promotion practices, employee engagement, and talent development.</p> <p>Talk.Chat. - Talent and Culture (T&C) is used to regularly check the "temperature" among all employee groups. Talk.Chat is information-gathering discussions between the HR Leadership Team and employee groups comprising administrators, faculty, and professional technical staff. As a qualitative barometer we continue asking attendees to state their perception of current organizational culture and their ideal culture. Responses between current and ideal consistently align with feedback including expressions of appreciation at changes made that benefited employees, and observation of an increasingly positive and inclusive culture. By the end of Fiscal year 2023 (FY23), 307 colleagues participated in the various Talk.Chat sessions. The main recurring themes ranged from professional development opportunities, expanded benefits for Part-time employees and our commitment to leveraging our internal talent.</p> <p>Employee Engagement</p> <p>As it relates to employee engagement, it is an intricate part of how we conduct business and a critical component of talent retention. We have focused on fostering strong employee connections, taking an intentional approach to creating opportunities for staff engagement and recognition. Our holistic approach prioritizes strengthening</p>

	<p>employee connections. This is achieved through interactive sessions that cover various aspects of professional and personal development. We have enhanced our recognition programs, like the PTS Outstanding Achievement Awards. In FY23 we received 158 nominations. Of those nominated, a total of 34 completed applications, which represents a 79% increase over last year's applications.</p> <p>We have deepened employee connections through initiatives such as SEEHawk News, our monthly recognition newsflash, social events, and our Employee Resource Groups (ERGs), which also offer informal leadership development opportunities. Employee engagement is tracked by measuring employee participation. We experienced a 20% increase in SEEHawk News peer-to-peer shout out recognitions this past fiscal year and ERG memberships increased 49% with the creating of new affinity groups.</p> <p>Talent Development Talent development continues to fuel an inclusive and empowering organizational culture by ensuring our faculty and staff are positioned and skilled to be changemakers. We launched Management PATHS (Principles And Actions to Higher Success), an asynchronous online program providing new managers with the skills and knowledge they need to be successful in their roles. BC LEAD (Broward College Leadership Empowerment And Development) offered workshops, mentorship, and networking opportunities. We developed Talent Advancement Pathways (TAP) as a strategic succession plan to build a pipeline of prepared employees that can assume key roles to preserve Broward College's intellectual capital and provide opportunities for talent growth.</p> <p>Recruitment</p> <p>During the College's annual budget preparation process in December, Academic leaders review instructional position vacancies to ensure we meet the needs of our students. Once the budget is adopted, Pathway Deans communicate recruitment needs to Talent & Culture. Additionally, a April 2024 CTE Position Vacancy survey indicated 11 vacant CTE FT faculty and 61 vacant CTE adjunct positions. The hardest-to-fill positions were found in the fields of: Nursing, Finance, and Law Enforcement.</p> <p>Training</p>
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	<p>The Center for Teaching Excellence & Learning (CTEL) provides full time and part-time faculty with comprehensive professional development resources and support that promotes evidence-based teaching practices and improving student learning outcomes. CTEL evaluates the effectiveness of internal faculty professional development, through various means which includes:</p> <p>Alignment with the Teaching and Learning Excellence Definition and Framework Our faculty professional development offerings are aligned with the college's Teaching and Learning Excellence definition and framework, which consists of the following core values:</p> <ul style="list-style-type: none"> ○ Fostering a Supportive Learning Environment ○ Assessment and Reflection ○ Continued Learning in the Area of Discipline ○ Continued Learning of Evidence-Based Best Practices ○ Technology to Enhance Instruction <p>This alignment ensures that each professional development course not only addresses pedagogical skills but also supports faculty in specific areas critical to community college education.</p> <p>Utilization of Post Training Surveys and Feedback To capture comprehensive feedback, CTEL employs detailed surveys following each session. These surveys are designed to assess the effectiveness of the courses from the faculty's perspective, allowing us to gather actionable insights into how well the sessions meet their needs and expectations. The feedback obtained is quantitatively and qualitatively analyzed to identify trends, successes, and areas for enhancement and improvement. This data-driven approach ensures that our offerings are responsive to the evolving needs of our faculty and align with best practices in adult education.</p> <p>Collaboration with CTEL Faculty Facilitators Central to our evaluation process is the collaboration with faculty facilitators. They are pivotal in the design and review of our professional development offerings. Faculty facilitators, often seasoned educators and subject matter experts, work closely with CTEL to ensure that each course is relevant and beneficial. They participate in regular planning meetings and provide ongoing feedback on the effectiveness of course offerings, making recommendations for improvements based on their direct experience and interactions with other faculty members.</p>
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	<p>As a result of surveys and facilitator feedback, CTCL has taken a more customized approach to professional development, focusing on:</p> <ul style="list-style-type: none"> • Programs in lieu of one and done workshops (institutes, communities of practice) • Customized discipline specific offerings <p>In response to Talent and Culture holding Talk.Chat sessions with employees at all levels of the organization, offered specifically to solicit feedback on what employees felt was still needed regarding professional learning opportunities, leadership development at the supervisory and mid-management level rose to the top of the list. To address this need, the <i>Broward College Leadership Empowerment and Development program (BC LEAD)</i> was developed.</p> <p>BC LEAD is a leadership program for employees who are “managers of others” and is based on five key areas for developing credibility as a leader (Competence, Character, Composure, Courage, and Care for People). The program is a 24-week cohort-based blended curriculum using the Desire to Learn (D2L) Learning Management system. Participants develop a variety of soft skill competencies such as communication, collaboration tools, organizational knowledge, time management, diversity-equity-inclusion, problem solving, conflict resolution, coaching, employee engagement, team building, and psychological safety.</p>
<p>b. Provide an overview of your institution’s process and method for evaluating whether the agency has underrepresented individuals in the professions.</p>	<p>The College reviews employment data to evaluate employment trends for females and minorities and submits findings in their College Annual Equity Update report to the FDOE.</p>
<p>c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address</p>	<p>Recruitment & Retention</p> <p>As listed in our College Annual Equity Update to the FDOE, the College increased its minority hiring goals for the 2022 – 2023 report year for instructional staff. For administrative positions, increases were made in black females and males, Hispanic female and males, and other minorities female employment; however, data revealed the College should continue to advertise in journals and websites to</p>

<p>areas of concern that surfaced from conducting this needs assessment.</p>	<p>attract other minority female and male candidates for administrative/executive positions.</p> <p>The College expended \$191,000 in 2022-2023 fiscal year for advertisement, recruitment and for job fairs designed to assist the college in meeting its minority hiring goals. Direct feedback is provided to the President during annual evaluations.</p> <p>To safeguard that applicant screening committees, comply with Florida Statute 1012.86, Community College Employment Equity Accountability Program, the Talent and Culture Department releases the applicant pools to the screening committee and communicates to them their responsibilities related to equity and the recruitment and selection procedures. The Vice President, Talent and Culture is responsibility to ensure that screening committee memberships are composed of gender and ethnic diversity as required by the College's Recruitment, Selection and Assignment of Personnel Policy, 6Hx2-3.02.</p> <p>After analyzing vacant CTE positions, it was determined that adjunct positions were hardest to recruit and retain. The salary threshold and master's degree requirement affect some of the hard-to-fill adjunct positions as master's credentialed Nurses, Law Enforcement, Accounting, and IT personnel command higher salaries in the marketplace. In addition, many Nurses are completing programs to practice as Advanced Registered Nursing Practitioners (ARNPs). The ARNP market in South Florida is over-saturated leading to ARNP's applying for adjunct positions. After we hire and orient them, many find full-time ARNP positions within a year and leave their adjunct position causing more vacancies.</p> <p>To help retain part time instructors, an agreement was reached to increase adjunct pay, offer supplements for additional adjunct work assignments, and offer high-need stipends for adjunct positions that meet criteria determined by the College. The payment for each adjunct is based on their rank (education level) and the number of credits they are assigned to teach. The higher the degree and the more credits the adjunct teaches, the higher the payment they received.</p> <p>Training In evaluating cohort 4 (Aug 2023-Jan 2024) for BC LEAD, participants stated they require more time, in-person, to collaborate with peers for their assigned capstone</p>
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	project. The feedback was applied to cohort 5 starting in February 2024 by adding in-person and zoom options for all 5 modules.
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ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024-2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024-2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Support and resources promoting recruitment and retention of CTE faculty
2	Support and resources for professional development on CTE related topics.
3	Support and resources for professional development on management related topics offered in different modalities.

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to Perkins performance data. Eligible recipients may use prior performance data, local level data reports, and/or projected performance data to identify anticipated performance gaps.

i. **Complete the following narrative summary.**

Performance Review:

	RESPONSE
a. Underperformance: Using the last three years of available data, list by year the agency's	Broward College has exceeded all three Perkins Performance Measures (1P1, 2P1 & 3P1) during the last three years of local performance for: 2020-21; 2021-22 and 2022-23.

Perkins performance indicators that performed under 90% of the local agreed upon performance level.																																				
<p>b. Gaps: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.</p>	<p>Although Broward College exceeded the State's 2022-23 performance targets, the following special populations performed below our total performance level:</p> <p>1P1</p> <table border="1" data-bbox="477 772 1541 1459"> <thead> <tr> <th>CIP Code</th> <th>Program Title</th> <th>Career Cluster</th> <th>Special Population</th> <th>Numerator 1P1</th> <th>Denominator 1P1</th> <th>Percent 1P1</th> </tr> </thead> <tbody> <tr> <td>1649010403</td> <td>Aviation Administration</td> <td>Transportation, Distribution & Logistics</td> <td>Male</td> <td>18</td> <td>27</td> <td>66.67%</td> </tr> <tr> <td>1511010307</td> <td>Computer Information Technology</td> <td>Information Technology</td> <td>Male</td> <td>23</td> <td>34</td> <td>67.65%</td> </tr> <tr> <td>1511100112</td> <td>Network Systems Technology</td> <td>Information Technology</td> <td>Individuals from Economically Disadvantaged Families</td> <td>16</td> <td>23</td> <td>69.57%</td> </tr> <tr> <td>1511020101</td> <td>Computer Programming and Analysis</td> <td>Information Technology</td> <td>Male</td> <td>17</td> <td>24</td> <td>70.83%</td> </tr> </tbody> </table>	CIP Code	Program Title	Career Cluster	Special Population	Numerator 1P1	Denominator 1P1	Percent 1P1	1649010403	Aviation Administration	Transportation, Distribution & Logistics	Male	18	27	66.67%	1511010307	Computer Information Technology	Information Technology	Male	23	34	67.65%	1511100112	Network Systems Technology	Information Technology	Individuals from Economically Disadvantaged Families	16	23	69.57%	1511020101	Computer Programming and Analysis	Information Technology	Male	17	24	70.83%
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1649010403	Aviation Administration	Transportation, Distribution & Logistics	Male	18	27	66.67%																														
1511010307	Computer Information Technology	Information Technology	Male	23	34	67.65%																														
1511100112	Network Systems Technology	Information Technology	Individuals from Economically Disadvantaged Families	16	23	69.57%																														
1511020101	Computer Programming and Analysis	Information Technology	Male	17	24	70.83%																														

		Business Management and Administration	Hispanic/Latino	27	35	77.14%
2P1						
CIP Code	Program Title	Career Cluster	Special Population	Numerator 2P1	Denominator 2P1	Percent 2P1
1703010401	Environmental Science Technology	Agriculture, Food, and Natural Resources	Female	1	23	4.35%
1351070700	Health Information Technology	Health Science	Individuals from Economically Disadvantaged Families	6	21	28.57%
1351070101	Health Services Management	Health Science	Female	13	53	24.53%
1511010307	Computer Information Technology	Information Technology	Black or African American	11	39	28.21%
1451159901	Social and Human Services	Human Services	Female	10	56	17.86%

	1649010403	Aviation Administration	Transportation, Distribution & Logistics	Hispanic/Latino	9	32	28.13%
	1451159901	Social and Human Services	Human Services	Black or African American	6	28	21.43%
	1351070101	Health Services Management	Health Science	Individuals from Economically Disadvantaged Families	10	36	27.78%
	1351070101	Health Services Management	Health Science	Black or African American	6	31	19.35%
	1252140101	Marketing Management	Marketing, Sales & Services	Individuals from Economically Disadvantaged Families	9	31	29.03%
	1451159901	Social and Human Services	Human Services	Individuals from Economically Disadvantaged Families	11	51	21.57%

	1649010200	Professional Pilot Technology	Transportation, Distribution & Logistics	Hispanic/Latino	11	39	28.21%
	1413121004	Early Childhood Education	Education & Training	Female	33	113	29.20%
	1413121004	Early Childhood Education	Education & Training	Individuals from Economically Disadvantaged Families	21	73	28.77%
	1552020102	Business Administration	Business Management and Administration	Black or African American	29	106	27.36%
	1611080300	Graphics Technology	Arts, A/V Technology & Communication	Male	5	21	23.81%
	1743040600	Crime Scene Technology	Law, Public Safety & Security	Individuals from Economically Disadvantaged Families	8	31	25.81%

3P1

CIP Code	Program Title	Career Cluster	Special Population	Numerator 3P1	Denominator 3P1	Percent 3P1
1650091300	Music and Sound Production Technology	Arts, A/V Technology & Communication	Black or African American	3	31	9.68%
1351070700	Health Information Technology	Health Science	Individuals from Economically Disadvantaged Families	2	34	5.88%
1649010401	Aviation Maintenance Management	Transportation, Distribution & Logistics	English Learners	2	22	9.09%
1649010403	Aviation Administration	Transportation, Distribution & Logistics	White	2	23	8.70%
1722030200	Paralegal Studies (Legal Assisting)	Law, Public Safety & Security	White	3	31	9.68%
1649010401	Aviation Maintenance Management	Transportation, Distribution & Logistics	Individuals from Economically Disadvantaged Families	14	165	8.48%

	1351060200	Dental Hygiene	Health Science	Individuals from Economically Disadvantaged Families	1	25	4.00%
	1351380100	Nursing R.N.	Health Science	Unknown	7	80	8.75%
	1722030200	Paralegal Studies (Legal Assisting)	Law, Public Safety & Security	Individuals from Economically Disadvantaged Families	3	81	3.70%
	1413121004	Early Childhood Education	Education & Training	Black or African American	4	118	3.39%
	1649010401	Aviation Maintenance Management	Transportation, Distribution & Logistics	Black or African American	6	114	5.26%
	1649010401	Aviation Maintenance Management	Transportation, Distribution & Logistics	Hispanic/Latino	6	129	4.65%

	1351380100	Nursing R.N.	Health Science	Single Parents	3	221	1.36%
	1351380100	Nursing R.N.	Health Science	Out of Workforce Individuals	4	60	6.67%
	1413121004	Early Childhood Education	Education & Training	Hispanic/Latino	2	80	2.50%
	1413121004	Early Childhood Education	Education & Training	White	2	26	7.69%
	1413121004	Early Childhood Education	Education & Training	Individuals from Economically Disadvantaged Families	4	150	2.67%
	1552030201	Accounting Technology	Business Management and Administration	Single Parents	3	30	10.00%

	1649010401	Aviation Maintenance Management	Transportation, Distribution & Logistics	White	2	39	5.13%																																																			
<p>c. Trends: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.</p>	1722030200	Paralegal Studies (Legal Assisting)	Law, Public Safety & Security	Single Parents	1	45	2.22%																																																			
<p>d. Root Causes: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.</p>	<p>All three performance indicators have trended up for the last three years (2021-2023).</p> <table border="1" data-bbox="477 856 1544 1142"> <thead> <tr> <th rowspan="2">SRY</th> <th colspan="3">Measure # 1P1 Postsecondary Retention and Placement</th> <th colspan="3">Measure # 2P1 Earned Recognized Postsecondary Credential</th> <th colspan="3">Measure # 3P1 Non-traditional Program Concentration</th> </tr> <tr> <th>Num</th> <th>Den</th> <th>Rate</th> <th>Num</th> <th>Den</th> <th>Rate</th> <th>Num</th> <th>Den</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>20-21</td> <td>3,623</td> <td>4,182</td> <td>86.63%</td> <td>3,399</td> <td>5,363</td> <td>63.38%</td> <td>1,886</td> <td>6,492</td> <td>29.05%</td> </tr> <tr> <td>21-22</td> <td>3,613</td> <td>4,296</td> <td>84.10%</td> <td>3,253</td> <td>4,872</td> <td>66.77%</td> <td>2,671</td> <td>7,314</td> <td>36.52%</td> </tr> <tr> <td>22-23</td> <td>3,992</td> <td>4,609</td> <td>86.61%</td> <td>3,433</td> <td>5,352</td> <td>64.14%</td> <td>2,317</td> <td>7,133</td> <td>32.48%</td> </tr> </tbody> </table> <p>1P1: Several of the programs that performed below average (Computer Information Technology: Males; Network Systems Technology: Economically Disadvantaged; and Computer Programming and Analysis: Male) are from the IT area within the STEM Pathway. The remaining two are Business Administration: Latinx and Aviation Administration: Male.</p> <p>1P1: To obtain the root cause for this metric, the lowest performing programs were contacted and asked for their insight into the reason for their below average performance. Several of the programs (Computer Information Technology, Network Systems Technology, and Computer Programming and Analysis) that performed below average are from the STEM Pathway, most notably the IT area. According to internal data, many of these students were retained and eventually completed a degree. Of the students who have not yet completed, one is expected to graduate this term and the remainder are being contacted by their advisor. As for the Business Administration program, they were one student shy of meeting the retention goal. For the Aviation Administration program, several of the students were on the list had to leave the</p>									SRY	Measure # 1P1 Postsecondary Retention and Placement			Measure # 2P1 Earned Recognized Postsecondary Credential			Measure # 3P1 Non-traditional Program Concentration			Num	Den	Rate	Num	Den	Rate	Num	Den	Rate	20-21	3,623	4,182	86.63%	3,399	5,363	63.38%	1,886	6,492	29.05%	21-22	3,613	4,296	84.10%	3,253	4,872	66.77%	2,671	7,314	36.52%	22-23	3,992	4,609	86.61%	3,433	5,352	64.14%	2,317	7,133	32.48%
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program due to Covid-19. They were international students and were required to leave prior to their completion of the necessary coursework.

2P1: To obtain the root cause for this metric, the lowest performing programs were contacted and asked for their insight into the reason for their below average performance. For the Health Science programs, it was mentioned that students from economically disadvantaged families are not completing due to non-academic factors such as unstable housing and food insecurity make it difficult for students to focus on their academics. Additionally, it was proposed that the female students in the Health Services Management program have trouble balancing family commitments and academics. The Business Pathway proposed that economically disadvantaged students are more likely to take some semesters off or drop out of the program due to the inability to afford tuition. However, many of the students on the lists did eventually complete the program. Additionally, it was proposed that Black or African American students have external challenges such as work schedules and family obligations that make it difficult to complete their degrees in the “expected” timeframe. For the programs in the Education Pathway, it was proposed that females and economically disadvantaged students are less likely to complete a credential because they are more likely to have to balance caregiving responsibilities and are less able to be able to afford the costs associated with attending college courses (e.g., tuition, textbooks, childcare, etc.), respectively. For the Environmental Science program, many of the students listed as not completing the program have since completed or are currently enrolled at BC. Additionally, many of the students on the list had a degree prior to entering BC. Therefore, many of the students on the list enrolled as an Environmental Science student because the courses on the program map align to other professional program prerequisites. In other words, students enroll in Environmental Science so that financial aid will cover the pre-requisite courses for programs they plan to apply to in the future. Similarly, for the Black or African American students in the Computer Information Technology program as many of the students appear to have been degree shopping prior to enrolling in the program. For the Crime Scene Technology (CST) program, it was proposed that many of the students who did not complete had changed their major several times before joining the CST program. Therefore, many did not complete the program as they were unsure of their general path. Additionally, the economically disadvantaged students have a difficult time affording college courses. To determine more causes a “Got Your Six” survey was sent to CST students. The results were used to connect students with resources. This resulted in a dramatic increase in retention rates for students in the program. For the Aviation Administration program, there are not any industry certifications associated with the program. They are looking into adding some College Credit Certifications to their curriculum. For Professional Pilot, the cost associated with renting the aircraft to earn their flight hours is a barrier to completion.

	<p>3P1:</p> <p>To obtain the root cause for this metric, the lowest performing programs were contacted and asked for their insight into the reason for their below average performance. For the Music and Sound Production Technology program, to address the low number of female students, they have tried to hire more female faculty. For the Business Pathway, the program most associated with a low number of non-traditional students is Paralegal Studies. It is proposed that the male students are more likely to get the AA to prepare for law school. Therefore, the Paralegal Studies program is looking into changing the name of the program to something more in-line with “pre-law” so that the male students can see that the program will prepare them for law school. For the programs in our Education Pathway, it was proposed that stereotypical gender roles discourage men from enrolling in these programs. Also, most of the jobs associated with this program tend to have lower salaries. The Health Science Pathway typically has very few male students. During this CLNA cycle, only 2 Health Science programs had low male enrollment and only among students from Economically Disadvantaged Families. It was proposed that this is due to non-academic factors like limited access to educational resources and lack of adequate study spaces. For the aviation programs, underrepresentation of females in the field is a difficult challenge to overcome. The Women in Aviation Event will be happening for the second consecutive year to recruit students. To retain the students, a Women in Aviation club has been created. Both tactics were implemented in the year following the data in this report.</p>
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- ii. **List High-Priority CTE Performance Needs:** As a result of reviewing past performance data for Perkins IV and/or the baseline data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024-2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024-2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Resources and support for advising and retaining CTE students that are single parents.
2	Resources and support to promote CTE programs to non-traditional genders in the IMCT, Health Sciences, Education, Business and STEM Pathway programs.
3	Resources and support to on-board, advise and retain CTE 'Economically Disadvantaged' Students.
4	Resources and support to on-board, advise and retain CTE 'Black' Students.

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

- i. **Complete the following narrative summary.**

Equal Access:

	RESPONSE
a. <u>Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.</u>	Resources Over the past two years, Broward College has made strides in advancing student success by strategically enhancing institutional capacities by implementing a priority-based funding framework integrated within the institutional effectiveness assessment process. This framework mandates that departments or initiative leads substantiate resource requests with data demonstrating impacts direct or indirect impacts on students. As a result of the above process, the 2023-24 budget will prioritize

	<p>investments in enrollment, faculty compensation, and campus safety. For enrollment, the College will focus on three priorities: 1) expand dual enrollment capacity due to the success of increasing dual enrollments 26% from the previous year; 2) redeploy student support staff in high schools and focus on reward frameworks encouraging enrollment from private and public high schools; and 3) launch the “Promise Scholarship Program” that provides a tuition free associate degree to every qualified high school graduate in Broward County.</p> <p>Other budget highlights included directing funding from the state to address reconstruction of existing buildings on the North Campus that will serve as a Science, Technology, Engineering and Mathematics hub to address talent needs within our community. And lastly, the College will continue funding the implementation of a new student information system manage and store student-related data, including academic records, personal information, financial aid details and other relevant information. The system will help streamline administrative processes facilitating a better student experience.</p> <p>Support Services Confirmed through student surveys (CTE Student Survey, Nursing Student Survey, C-CAMPIS Student Parent, SENSE) Broward College believes academic and career advising are essential to student persistence, retention and completion and have adopted a caseload management approach. Advisors use the College’s caseload management system, BC Navigate, to run “early alerts,” progress reports, and dashboards to identify students in high need who are not actively seeking support from their advisors. These strategies are reinforced with bi-weekly professional development to increase advisors’ knowledgebase, reflect on practices, and share expertise.</p> <p>Student support encompasses several programs through Seahawk Outreach Services (SOS) including the food pantry and food distribution events; laptop loaner program; mental health referrals; transportation assistance through Lyft; and a variety of Single Stop services. Over \$420,000 of benefits have been received by students through these various programs. The proactive approach of Early Alerts is another vital strategy, involving the Coordinated Care Network (CCN) with 16 departments and 65 alert types. In Fall 2022, 52% of students responded to advisor outreach and intervention, contributing to a notable improvement in retention rates—from 57% for non-responsive students to 61% for those who responded—from Fall 2022 to Spring</p>
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	<p>2023. When looking at Fall to Fall retention, 37.8% of the Fall 2022 students who received an advisor intervention registered for Fall 2023 versus 33.1% of the Fall 2022 students who did not respond to advisor outreach.</p> <p>Academic Support Academic Success Centers (ASC) employ certified tutors and offer 24-hour online access. The ASC team collaborated with academic pathway staff and faculty to create supplemental assessments and study materials that help students achieve academic success. During Fall of 2022, 95% of students who visited the ASC successfully completed their courses. The ASC was rated 4.86 on a 5-point scale on satisfaction with its services.</p> <p>The College's commitment to the Association of College and University Educators (ACUE) Effective Teaching Practice Framework© is evident in its efforts to improve course completion and passing rates. Our most recent evaluation of ACUE impact (April 2022) found that passing rates, DFW rates and course grades improved more for students of ACUE-certified faculty compared to students in matched course sections in the year after faculty earned their ACUE certificate.</p>
<p>b. <u>Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.</u></p>	<p>Access Our most pressing equity gaps in ensuring broad access to credentials of value are primarily Black students, Pell-eligible individuals, and those over 35 years old. Strategies include a marketing approach focusing on hot jobs based on in-demand and higher-earning career opportunities within the region. This introduces credentials of value offered by the College to both prospects and currently enrolled students.</p> <p>Additionally, Academic Advising set goal to meet with 85% of students identified in these equity gaps. We have been tracking progress of these students since 2020. Meeting with an Advisor is recognized as a crucial factor in student retention, and the data-driven approach facilitated by BC Navigate appointment analytics has been instrumental in tracking and analyzing the impact of these interactions.</p>

	<p>Individual Advisors conduct targeted campaigns and communication outreach efforts to connect with students identifying in the above groups. During the advisor student meeting, advisors leverage Career Coach to share with students the educational credentials, potential job earnings, and the availability of jobs, both locally and nationally for the careers under consideration. This approach provides the opportunity for students to make informed decisions regarding career choices, particularly if a high salary is a primary factor for career selection.</p> <p>Broward College is addressing the equity gap by providing more support for underserved high schools through additional dual enrollment staff providing application and enrollment support services on site at the high schools throughout the county, especially those with previously low DE participation. To further address this gap and support the future academic success of this population, Broward College has created additional opportunities for DE students to take the Student Life Skills (SLS) course. The SLS course helps students to acquire and practice learning strategies, explore personal learning styles, identify career options, and develop skills for lifelong learning. The number of DE students taking SLS courses has increased from 922 in SRY 2022 to 1591 in SRY 2024.</p> <p>Another example of promoting equitable access is our implementation of alternative methods of placement, creating opportunities for students to be admitted to the degree programs without traditional testing barriers.</p> <p>The College supports under-resourced high schools by providing transportation to on-campus Jumpstart application days. Data shows that 3,402 (20%) of all public school seniors apply to Broward College via Jumpstart, our bridge program that provides application, onboarding, and registration assistance. The College converted 60% of 2022 Jumpstart applicants to enrolled students. Ninety percent of these enrolled applicants were minority students.</p> <p>The college has developed 19 non-credit to credit articulation agreements, allowing continuing education courses to apply toward degree programs. These credits serve as motivational milestones, promoting self-efficacy for students who face significant challenges.</p> <p>Success</p>
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	<p>Once enrolled, students are assigned to an advisor that is responsible for their educational plan. Caseload management has proven to be an effective strategy to overcome barriers for CTE students. Students are contacted at specific milestones to ensure they are persisting to completion. In addition, advisors prescribe just-in-time interventions if they receive an early alert from faculty or if the student has been identified as 'at-risk'. Interventions include, but not limited to life coaching, tutoring, accessibility services, veteran's services, referrals to community resources, and mental health counseling. In addition to the early alerts, CTE Advisors launched specific retention campaigns to "at risk" students and students at the 50% and 75% benchmarks. This effort resulted in a 78% appointment attendance rate in the Fall of 2023, which is a 2% increase from the previous year.</p>
<p>c. <u>Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance; and</u></p>	<p>Five (5) programs designed to support special populations at Broward College are:</p> <p>Broward <u>U</u>nlimited <u>P</u>otential (UP) Broward College is intentional in promoting access and nurturing the success of all students, including special populations. One example is our Broward <u>U</u>nlimited <u>P</u>otential (UP) initiative to increase educational attainment in low-income and underserved areas within Broward County to achieve upward economic mobility of these communities. Since launching Broward UP in Fall of 2018, through community partnerships, Broward College has delivered free workforce education training to underserved populations right in their neighborhoods. Through these efforts, Broward UP is increasing non-credit and credit enrollment by helping individuals overcome some of the real and perceived barriers to accessing higher education. Since 2018, Broward UP served over 4,860 residents, awarded more than 3,150 for-credit credentials, and approximately 7% of participants started with non-credit course work and transitioned to credit.</p> <p>Peer Mentoring College has partnered with PeerForward and AmeriCorps State and National to launch the Peer Mentoring and Leadership program, the first of its kind.</p> <p>Peer Leaders serve current Broward College students by providing mentorship, resource connection, and general support to model student success. Peer Leaders support mentees each step of their educational journey towards degree completion.</p> <p>The College's Student Peer mentoring program partners</p>

Broward College students who received direct support from a Peer Leader showed a 71% higher rate of two-year graduation and 35% higher retention rate semester-to-semester compared to the general student population. Peer Leaders provide 1-on-1 coaching and mentoring for a caseload of 10 to 15 classmates predicted for non-completion. Through check-ins, interventions, and campaigns, Peer Leaders help their peers navigate and overcome the stressors of college life, reducing drop-outs.

Seahawk Outreach Services (SOS)

Broward College's Seahawk Outreach Services (SOS) program assists students in distress, who may be experiencing extenuating circumstances outside of the classroom that threaten their ability to successfully enter and/or complete college. SOS provides the following programs and services: SOS is now a Coordinated Care Unit within our caseload management system and faculty and advisors may refer students to SOS directly for Tier 2 support issues such as food and housing insecurity, childcare, transportation and similar non-academic issues. Students can self-refer via the SOS webpage. Last year, the SOS staff triaged, and case managed 5,750 referrals. Part of those referrals include: 629 Early Alerts, 700 Lyft Ride Program application submissions (addressing transportation issues) and circulated 1,730 laptops to address technology obstacles. In addition, we are now able to quantify the total dollar value of benefits the students receive as a result of working with SOS. During this time period, the total drawdown was \$421, 620.

Seahawk NEST Academy

The Seahawk NEST (Navigating Education for Student Transition) Academy is a three-year program to prepare students with intellectual disabilities to complete an individualized, vocational based curriculum that results in the Broward College Certificate of Professional Services. This program is offered at two Broward College campuses, the North Campus, and the South Campus, and is designed to meet the growing need to provide postsecondary educational opportunities to students with intellectual disabilities and prepare them for gainful employment in the community.

In the first three years of the NEST Academy (2020-2023) program, 33 students enrolled and 11 will graduate in May 2024. All 11 completers have earned the Professional Services Certificate and two of the 11 have earned a technical certificate in their field of study. Nine of the students are finishing their second year and 13 students are completing their first year. For the upcoming year, we have 46

	<p>applicants which has tripled since the first year. The first cycle of three years were also dedicated to developing specific curriculum specific for NEST students that teach employability and soft skills for meaningful employment. The NEST program developed a support system for students with intellectual disabilities within our program and college. The NEST Academy offered 11 internship sites in the college and community designed for the students to gain on the job training in their career fields. The College has received a continuing grant for another three and half years from January 1, 2024 to June 30, 2027.</p> <p>TRIO Student Support Services Disability</p> <p>Through grant funding from U.S. Department of Education, the College received six TRIO Student Support Services grants, one of which focuses on students with disabilities (SSS-SWD). The Trio SSS-SWD program is a learning community that offers students with a disability free comprehensive academic, social, and cultural support services to enhance their performance and promote academic success. The program's goal is to retain and graduate students among Broward County's low-income and educationally disadvantaged adult population. We are in the fourth year of a five year project period and serve a minimum of 100 students each year.</p>
<p>d. <u>Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</u></p>	<p>Broward UP</p> <p>The Broward UP initiative creates opportunities to “bring” training to the communities that need it the most by partnering with local organizations to house specialized technical training in high skill high wage occupations. Since 2018, Broward UP served over 4,860 residents, awarded more than 3,150 for-credit credentials, and approximately 7% of participants started with non-credit course work and transitioned to credit.</p> <p>Additionally, Broward UP employer focus groups helped build a participant-employee pipeline. Strategic partnerships with over 21 community agencies and municipalities, solidified by Memorandums of Understanding, help with outlining shared resources, collaborative funding, and an accountability system with shared student success outcomes. Through the Lift Every City tactic, the College has developed a public-facing dashboard offering municipal partner staff with enrollment, retention, and completion data of residents living within their boundaries. The Strategic Partnership department meets with the staff to review goals and help align resources to support students.</p>

	<p>Industry Certifications</p> <p>To prepare students for high skill, high wage occupations, students may earn industry-recognized credentials along with college credentials. The College has ranked top two in Florida since 2016 for students' earning industry certifications. In addition, there has been a steady increase of students earning industry certifications from 1,108 CAPE funded reported certifications in 2021-2022 to an estimated 1,384 earned certifications for reporting year 2023- 2024. This is an estimated overall 24% percentage increase over the past two years. The steady rise in students attaining their certifications is a testament to the hard work and dedication of the faculty and staff at Broward College and our commitment to students graduating with credentials that will lead to high wage occupations. In terms of fifth year wages in Florida, we are first for career certificates and top 3 for Applied Technical Diplomas. This speaks to our commitment to connect with employers and the faculty's understanding of the importance of helping students stand out in the labor market. The College's ongoing partnership with The Frederick A. DeLuca Foundation assists students with industry certification exam fees, impacting over 4,000 students to date.</p> <p>Work-based Learning</p> <p>Special student populations have access to internship opportunities, pathway specific workshops, and job/career fairs to learn workplace ready skills that lead to high-skill, high-wage occupations. Comparing work-based learning opportunities between SRY 23 to SRY 24, the STEM pathway had the steepest decline (-53%) in internships, followed by the Industry, Manufacturing, Construction, & Transportation (IMCT) pathway's (-24%) internships and the Arts, Humanities, Communication, & Design (AHCD) program's (15%) internships. Year over year internship gains were made in our Education Pathway (59%) and our Human Services (57%) programs. Overall, our internship numbers increased throughout the college by nearly 6%.</p> <p>The Employment Solutions department seeks to increase work-based learning and support job placement by collaborating with employers to create individual pathways of entry into high-demand industries. The department has upgraded to the Handshake Job Board, allowing our students access to over 850,000 employers posting internships and positions worldwide. The platform makes it easy for students to find both local and remote opportunities with the ease of applying online directly through the platform. Using Handshake, we can work directly with employers of interest to provide job opportunities for all students working towards completing their</p>
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	<p>education to advance up the career ladder or enter the workforce for the first time. We have over 1700 employer partners that have been approved since the launch.</p> <p>To help mitigate gaps for internship participation, particularly among part-time students, we continue to offer the Micro-Internship program through Parker Dewey. This fiscal year over 900 students have created a micro internship account, and over 25 internships have been awarded.</p> <p>Our Career Placement Specialists continue to use a caseload management approach with employer leads to recruit, screen, and refer qualified applicants to employers daily.</p>
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ii. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024-2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Resources and support to supplement instruction for CTE students.
2	Resources and support for career coaching.
3	Resources and support for specialized CTE Advising.
4	Resources and support for CTE outreach and on-boarding.
5	Resources and support for economically disadvantaged students.
6	Resources and support for student mental health.
7	Program support and resources for work-based learning and job placement.

I. Other Identified Postsecondary Needs from Comprehensive Local Needs Assessment (if applicable)

The following question is optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA.

- i. **List Other High-Priority Needs:** As a result of your CLNA review or any additional findings resulting from implementation in the past program year, list other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024-2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Resources and support for student's tuition through scholarships, grants, and financial aid.
2	Resources and support for student's childcare and transportation needs.

Section 2. Primary Program of Study and CTE Postsecondary Programs for 2024-2025

NOTE: In accordance with Florida's *Perkins V State Plan*, during the 2024–2025 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- meet size, scope and quality requirements;
- meet labor market alignment requirements; and
- meet a need identified in the agency's 2023–2024 Comprehensive Local Needs Assessment program year that are supported by the CLNA.

In addition, eligible postsecondary recipients must offer not less than one CTE program of study that meets all of the state requirements. A list of the program of study requirements can be found in **Attachment A** of this RFA and in the [Perkins V Implementation Guide](#).

In submitting your primary program of study and listing your compliant programs of study, your agency is attesting to the fact that the submitted primary program of study and the other programs of study will meet all state required elements throughout the 2024–2025 program year

A. Perkins Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE postsecondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024-2025 program year.

- Broward College completed the **Fundable Programs** portion of the Program Needs Assessment worksheet in the Postsecondary CLNA and Budget Excel Workbook.

B. 2024-2025 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all postsecondary CTE programs that meet the state's definition of a Program of Study.

- Broward College completed the **Programs of Study columns** in the CLNA Program Needs Assessment Worksheet in the Postsecondary CLNA and Budget Excel Workbook.

C. Template for the Submission of the 2024-2025 Primary Postsecondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2024–2025 program year on the Perkins V template located in **Attachment B**. The primary program of study **MUST** be submitted on the Perkins V template.

- Broward College completed the **Primary Program of Study** using the correct template.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List table below.

Postsecondary Program of Study Advisory Council Member List		
Name	Organization	Representation Category (Secondary, Postsecondary, Business and Industry, Other)
Serge Treyger	Broward County Public Schools	Secondary
Lagaylia Gray	Broward County Public Schools	Secondary
Neeta E. Rancourt	Broward County Public Schools Technical College	Postsecondary
Susan Martin	Broward College	Postsecondary
Claudia Alvarado	Broward College	Postsecondary
LaWanda Pack	Genesis Community Health	Business and Industry

E. Dissemination of Information on CTE Postsecondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
<p>Describe how postsecondary students—including students who are members of special populations—will learn about your agency’s CTE course offerings, and whether each course is part of a CTE program of study in the 2024–2025 program year.</p>	<p>As described in Section H (b), Broward College has a comprehensive enrollment management plan to ensure all students learn about the College’s Programs of Study. College recruiters are assigned to feeder high schools, adult education centers, Technical Colleges, and community partners to participate in outreach events such as Jump Start, a partnership between Broward County Public Schools and Broward College to offer enrollment assistance to high school seniors. Furthermore, the College has a <i>Rising Seahawks</i> commission team under Broward UP that recruits a two-generation model. Broward UP is our community-centric approach targeting constituents in areas where there are disproportionately high unemployment rates, low education attainment, and low household income levels. The <i>Rising Seahawks</i> team exposes K-12 students and their families to the college experience, post-secondary credentials, and career opportunities by providing wrap-around services through student support departments. Currently, the team is working with the College’s recruitment department on an enrollment competition with 13 feeder high schools from Broward UP Communities.</p> <p>In addition to the <i>Rising Seahawks</i> team, Broward College’s non-traditional recruiter offers information sessions targeting special populations enrolled at our local Technical Colleges. Each session focuses on pathway alignment from a Technical College Career Certificate to an Associate of Science degree at Broward College. The information sessions provide students with an overview on aligned programs of study at Broward College, accelerated credit opportunities, requirements for credit to be awarded, and completing the college application. We expanded reach by offering remote webinars to industry and community partners to recruit employees seeking skill advancement and/or degree completion. Once the</p>

	recruiters assist the prospective student with applying to the College, Student Success Coaches perform concierge on-boarding to ensure they are enrolled seamlessly into their Program of Study.
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Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.	<p>Broward College’s Employment Solutions Career Center services include career exploration, career assessment, and access to internship and job opportunities. Individual career counseling is available to all students to assist them with defining their educational goals, and to help them modify their educational plans to ensure timely graduation. The Career Center website provides online access to the College’s online job board, Handshake, as well as Career Source Broward’s Employ Florida job board. All resources are free for students and local employers to use. In addition to the on-line job board, the College’s Career Center offers several online tools to assist students in career planning including self-assessment tools, matching careers to majors, researching salaries and job outlook, resume writing, virtual job shadowing, interviewing tips, and links to Career Source Broward’s website.</p> <p>In addition, Broward College has a close working relationship with Career Source Broward (CSB) as we are a registered educational provider for their WIOA Scholarship Program (Individual Training Accounts) for occupational career training and senior leadership serves on the CSB board. CSB staff attend Broward College Health Science information sessions that provide prospective students with career and coursework information as well as CSB WIOA Scholarship opportunities. The College’s Career Services staff promote CSB</p>

	<p>career exploration workshops to students and pathway academic staff.</p>
<p>ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.</p>	<p>Student employment outcomes remain strong due to the College's continued use of labor market data to drive enrollment, program/course offerings, completion, and placement for students. Advisors use real-time labor market data via online tools such as Career Coach by Lightcast to help students understand the job market, and determine how to take advantage of training opportunities, earn credentials, and secure meaningful employment. Advising tools such as program maps and career ladders are posted on our website, using this same data to show students the necessary sequence of courses with credentials needed for specific jobs as they advance through their career. Our Career Placement Specialists reference Career Source Broward's local Hot Jobs List from Employ Florida, and promote these opportunities to students through career exploration workshops and by reaching out to pathway academic staff.</p> <p>The College examines regional job trends, aligning program offerings with anticipated labor market needs and modifying courses/pedagogy based on changes in technology and markets. Pathway program deans use labor market data in annual program viability reviews to validate connections between student learning outcomes, employer, and market demand. Programs/courses supporting employment in these fields are developed based on current and projected employment to produce graduates with skills and qualifications that employers need. BC's Employment Solutions Career Centers use real-time data/job boards to position students for internships/placement in high-wage, high-demand jobs as guides for student interests.</p> <p>The College uses the labor market research tools; "Analyst" and "Career Coach" by Lightcast and the Florida Department of Economic Opportunity Regional Demand Occupations Lists (RDOL) to assist faculty and advisory committees with program development, alignment</p>

	and, sometimes, closures. State databases, US Department of Labor's O*Net, and BC-developed employer surveys are also used.
<p>iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.</p>	<p>Broward College, in collaboration with Career Source Broward (CSB), has developed a new referral process to connect students with scholarship opportunities for in-demand CTE programs supported by CSB's Individual Training Account (ITA). This new process includes a dedicated CSB Career Coach that supports Broward College students with their application process to the ITA program.</p> <p>The career guidance and advising process starts with prospective students learning about pathway information from Recruiters or pathway representatives who discuss career goals.</p> <p>Once they apply to the College, students are case managed by Student Success Coaches who provide a one-stop shop enrollment experience to include virtual, first-term advising. Prior to registering for the required Advising and Registration session, students talk with their coaches about career goals, aligning the goals with a program pathway. Coaches conduct an unofficial transcript review and discuss opportunities to earn college credits for knowledge and skills acquired in high school, at a technical college, at work, or through life experience. An academic plan is then created based on the student's desired career/program objective and is used when selecting courses during the Advising and Registration segment of New Student Orientation (NSO). In these sessions, coaches verify students' career goals and associated program of study. Students who remain undecided are assigned to an Advisor in the College's Exploratory pathway. At the conclusion of the session, NSO staff schedule students' appointments with their assigned pathway Advisors.</p> <p>Incoming degree-seeking students are encouraged to complete Major Explorer (an assessment in BC Navigate that matches students' skills, interests, and goals with careers and specific majors) in the Advising and Registration Sessions. The result of this assessment becomes the basis for a continued career conversation during students' first</p>

	<p>appointments with their assigned Advisor, which includes their goals/dreams and life circumstances that may require a shorter term or intermediate goal. Advisor and advisee review possible options in Career Coach a digital platform that provides labor market data related to students' career interests. Advisors refer exploratory (undecided) students in Navigate to Employment Solutions, where the student completes additional assessments and conversations that support career exploration.</p> <p>Finally, the College's Employment Solutions Career Centers are located on all campuses and online offering information sessions, workshops, career fairs, and host in-class presentations to ensure students are actively engaging in the career planning process. Through BC Navigate, students are nudged at specific program completion benchmarks and reminded of career considerations and steps they need to take to prepare for their future career.</p>
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Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and support the continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
<p>i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.</p>	<p>Pathway Deans and Program Managers coordinate pathway-level assessments in conjunction with the Senior Director of Learning Assessment Effectiveness who ensures that pathways meet learning outcome standards. Results are reported to the assessment team and Institutional Effectiveness department. Pathway Deans and Associate Deans meet regularly to discuss the process and develop action plans that are program/Pathway specific.</p> <p>Each Pathway has a project team led by individual or small groups of team members including Deans, lead faculty, and college district level staff who provide technical support. The Pathway team reviews</p>

	<p>student outcomes and discusses intervention strategies designed to meet mid- and long-term objectives, including persistence, completion and/or transfers.</p> <p>Each discipline develops related assignments; however, all assessment measures use college-standard rubrics created by faculty-led teams. All assessments are now conducted using ten rubrics to measure the six competencies, placing greater focus on assignment design. This is believed to have significant impact on BC's assessment practice and student learning. Infusion of general education courses into each pathway has led to the expansion of discipline-related content into core classes through contextualization. For example, in ENC 1101, an English composition course, Business Pathway classes draft business communication while STEM Pathway classes write research briefs.</p> <p>Regardless of the academic general education or core technical course work, all courses are taught at the collegiate level to comply with State frameworks and accrediting bodies. CTE Programs are evaluated yearly and meet bi-annually with Advisory Committee members to ensure alignment to industry. Lastly, there is a weekly college-wide goal that reports on enrollment and retention metrics by Pathway.</p>
<p>ii. Describe how your agency will support the integration of academic skills into your CTE postsecondary programs in the 2024-2025 program year.</p>	<p>Faculty develop content with industry partners input for guidance on required employee skill sets. CTE curriculum includes both general education and CTE core technical courses. Through our pathways initiatives these areas work closely in terms of curriculum and contextualizing general education coursework to make it applicable for students in CTE programs.</p> <p>Academic and CTE faculty participate in committees such as the General Education Task Force and Curriculum Committee to collaborate and evaluate academic content. The General Education Task Force identified six competencies (critical thinking, effective communication, ethical reasoning, global self-awareness, information</p>

	<p>literacy, and mathematical/scientific reasoning), as well as workplace competencies (communication, problem solving, professionalism, teamwork/collaboration) that all students are expected to achieve while studying at Broward College. Learning outcomes are listed in individual course syllabi, course outlines and the course catalogue. In addition, courses are evaluated every five years and CTE programs are evaluated annually in the Program Vitality Reviews.</p> <p>Lastly, to validate workplace soft skill competencies to employers, BC partnered with Worldwide Interactive Network (WIN) Learning to offer 'Ready to Work Soft Skill' certification testing at BC Testing Centers. Students may prepare for the assessment with four on-line training modules (Communication, Professionalism, Teamwork & Critical Thinking) and take the assessment at BC Testing Centers at no cost.</p>
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Section 5. Equity and Access for Special Populations

A. Activities related to equity and access for special populations as defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

	Response
<p>i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.</p>	<p>Broward College meets students where they are and recognizes that factors outside of the classroom impact student success. Our Seahawk Outreach Service (SOS) office connects our students to community resources to help them address their needs and provides life coaching. The goal of SOS is to help reduce food and housing insecurities, stress/mental health challenges, homelessness, and financial obstacles among our student population.</p> <p>The Broward UP initiative creates opportunities to “bring” training to the communities that need it the most by partnering with local organizations to house specialized technical training in high skill high wage occupations. The Broward UP initiative was created to increase educational attainment in low-income and underserved areas within Broward County to achieve upward economic mobility of these communities.</p> <p>Broward College offers liaisons that provide support to homeless youth under the McKinney-Vento Act and students who have been in the care of the Department of Children and Family Services (DCF) also known as Foster Care youth. There is a liaison located at each of our three main campuses. Liaisons can answer questions, connect students to key resources, and advocate for the students while they are attending Broward College.</p> <p>CTE Staff (Recruiters, Student Success Coaches, Sr. Student Success Specialist, Career Coaches and Career Development Specialist) provides multiple opportunities for students to experience all aspects of industry by educating them on job duties, job outlook</p>

	<p>and salary information. Students have access to internship opportunities, pathway specific workshops, and job/career fairs. Students can experience relevant industry information via digital tools such as Career Insight, Virtual Job Shadow, Interview Stream and Career Ladders. In addition, all first time-in-college degree seeking students are required to attend the New Student Orientation that starts the career assessment process.</p>
<p>ii. Describe how your agency will prepare CTE postsecondary participants for non-traditional fields.</p>	<p>Student-led technology clubs such as inTech and the Computer Literacy and Coding (CLiC) Club promotes participation in science, technology, engineering, and math (STEM) programs. To increase certified technicians from underrepresented groups, the STEM pathway offered free industry certification bootcamps and access to required exams.</p> <p>To increase the number of diverse students who are eligible for admission into the nursing program, the College offered preparatory workshops for the HESI A-2 nursing entrance exam and continuing education specialty classes focused on preparing students from Broward UP communities to meet the application criteria.</p> <p>Through a three-year grant (2022-25) with the National Telecommunications & Information Administration, under the U.S. Department of Commerce, Broward College is piloting the Broward UP Tech Squad, a technology internship program that will give students paid practical experience in computer/IT support, technology services, help desk, troubleshooting, and other skills and competencies to expose them to the field of information technology. Additionally, the College has two grants focused on connecting students to employers across the county. These grants supported by the Strada Foundation and the JPMC Foundation play a pivotal role in exposing students to networks and employment opportunities to which they did not previously have access.</p> <p>Finally, Broward College's Employment Solutions department prepares students for non-traditional careers by exposing undecided students to career exploration and labor market information for non-</p>

	<p>traditional careers that lead to high skill/high wage jobs. In addition, Pathway specific workshops allows experts to present on jobs within the sector exposing students to non-traditional careers.</p>
<p>iii. Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.</p>	<p>Broward College is intentional in promoting access and nurturing the success of all students, including special populations.</p> <p>Programs, services, and activities are accessible to all students enrolled and are available at the College's three main campuses: Broward College North Campus, Broward College A. Hugh Adams Central Campus, and Broward College Judson A. Samuels South Campus, as well as Broward College Online for students enrolled in online programs and courses. The centers with 50 percent or more of a program offer some student support services. Each center is affiliated with one of the College's main campuses, providing all other support services and programs. Some programs, depending on demographics of the service area where the campus is located, are offered at a specific campus location rather than college wide. Students experiencing transportation challenges between campuses may apply to the Lyft Ride Program designed to be an emergency supplemental transportation.</p> <p>For students with disabilities, access to course content is often dependent upon the availability and utilization of assistive technology (AT), Broward College's Accessibility Office has built a robust AT library and created AT labs on primary campuses where students can try, utilize, and receive training on various AT's. In addition, an Electronic Information Accessibility program was developed to ensure all electronic material is accessible to students with disabilities.</p> <p>Many training and self-paced trainings are offered to all faculty and staff regarding Universal Design Learning (UDL) and working with neurodivergent students. Faculty applying these to their course content. This is an approach to teaching and learning that offers flexibility in the ways students access material and show what they know. These trainings offer strategies and best practice to help all staff</p>

	<p>and faculty provide equal access to special populations and all students for programs, courses, and resources on campus.</p> <p>Project NET In September 2023, BC launched the Navigating for Equity & Transformation (NET) Project to assist 500 underserved students annually for three years with basic needs such as transportation, childcare, laptop loaners, and mental health workshops. The grant impacted 281 students to date with plans to hire an Assistant Coordinator to increase capacity for credit and non-credit students across multiple campuses and locations.</p> <p>Student Clubs Clubs and other organizations contribute to the leadership and engagement of students by providing a variety of social, educational, business, religious, leadership, multi-cultural, artistic, and academic groups that are open to all students. Although activities vary somewhat by location, students are not limited to participation at their “home” campus. These groups provide the opportunity for students to celebrate diversity, collaborate with students/faculty/staff, and enhance/support the learning outcomes of the classroom</p>
<p>iv. Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2024-2025 program year.</p>	<p>Broward College recognizes its obligation to work towards a community in which diversity is valued and equal employment opportunities are provided free from discrimination, unlawful harassment, and retaliation in accordance with federal and state laws.</p> <p>All employees must receive mandatory training on discrimination, unlawful harassment, and retaliation every two years. Broward College has adopted policies and procedures for addressing student complaints and are published in the College Catalog, Student Handbook, and in the Policy and Procedure Manual. The college follows these procedures when resolving student complaints and maintains records of student complaints. Complaints alleging violation of federal and state laws, including but not limited to, harassment of any kind, discrimination, Title IX, and American with Disabilities Act (ADA) compliance, are also covered in policy 6Hx2-3.34 and</p>

	<p>procedure A6Hx2-3.34.</p> <p>Complaints by a student against another student are covered in Policy 6Hx2-5.23. Upon receipt of a complaint by a student against another student charging harassment or discrimination, the equity office in Talent & Culture shall refer the complaint to the appropriate campus Dean of Student Services.</p>
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Section 6. Opportunities for Work-Based Learning

A. Activities related to work-based learning opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
<p>i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE postsecondary programs and the types of opportunities that will be available.</p>	<p>Work-based learning for CTE students occurs through simulation labs, practicum experiences, clinical rotations, project-based learning, capstone courses, apprenticeships, and internships. Broward College’s Internship Edge program is designed to provide students the opportunity to gain real-world experience with local employer partners. Students are encouraged to access the college’s online job board; Handshake to access real-time postings and apply for opportunities that align with their careers. Additionally, Career Services staff work with local employers and faculty to identify students that meet their internship needs.</p> <p>In Summer of 2023, Broward College expanded their Registered Apprenticeship Program to four occupations and included corresponding pre-apprenticeships in: Information Technology Specialist Telecommunications/Network Specialist, Cybersecurity Support Specialist, and Information Security Analyst. In the apprenticeship earn and learn model, apprentices get paid for related technical training conducted at Broward College and for their on-the-job training through their Employer sponsors. The pre-apprenticeship program prepares students for career readiness and a pathway into the registered apprenticeship program.</p>

<p>ii. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE postsecondary students in the 2024-2025 program year.</p>	<p>Employment Solutions team works with employers to create individual pathways for entry into high-demand industries by challenging employers to change their processes, policies, and mindsets around their approach to work-based learning opportunities for students who are working towards completing their education to advance up the career ladder. This is accomplished through establishing Pathway, or Occupation based Career Fairs and workshops, both virtually and in-person, and providing information about opportunities by pathway specific communications. The Employment Solutions team further nurtures employer partners relationships to track and assess progress on Handshake and participation in events hosted on campus. Employment Solutions has already garnered partnerships with local employers such as Spirit, Publix, City Furniture, Amazon, and UKG offering opportunities for lunch-and-learns, on-site visits, and speaking engagements.</p> <p>Employment Solutions, will continue to solicit high-quality internships from local businesses, reach out to employers to post positions on the Handshake job board and increase placement services for students with local employers. ES staff will continue to attend all CTE program advisory committee meetings and leverage employer contacts for work-based learning and placement opportunities for our students.</p>
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Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities related to postsecondary credit for secondary students

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
<p>i. Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent</p>	<p>High school students can earn college credits free-of-charge, through regular dual enrollment (3.0 GPA requirement) programs at their high school or through BC's College Academy. In addition, there are Workforce Education dual enrollment opportunities in our Marine and</p>

<p>enrollment or early college high school in the 2024-2025 program year.</p>	<p>Aviation Maintenance programs as well as Career Pathway dual enrollment opportunities that lead to a Technical Certificate. Both Workforce Education and Career Pathway dual enrollment requires a minimum 2.5 GPA to increase access. Through dual enrollment opportunities, Broward College served 6,258 high school students in state reporting year 2023-24 that included traditional dual enrollment, Workforce Education dual enrollment, and the Early College Academy program.</p> <p>In addition to dual enrollment, Broward College offers accelerated credit for high school students through credit for prior learning. One mechanism to receive credit for prior learning is through assessments or credit-by-exam testing such as: Advanced Placement (AP); Cambridge International Exams; College Level Examination Program (CLEP); Dantes Subject Standardized Tests (DSST); International Baccalaureate (IB) and Excelsior exams. Additionally, students may also receive free, accelerated college credit through our local articulation agreements if they completed specific Broward County high school career and technical courses or earned industry certifications that align with our Associate of Science degrees.</p>
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Section 8. Support for CTE personnel

A. Activities related to support for CTE personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
<p>i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors), specialized instructional support personnel and</p>	<p>To prepare future teachers, Broward College offers the Educator Preparation Institute (EPI) which is a certification program for professionals who have a Bachelor’s degree or beyond in any field other than education, and would like to obtain a Professional Certificate to teach in Florida. In addition, the College provides a Teacher Education Program with three Bachelor of Science degrees in: 1) Exceptional Student Education, 2) Secondary Biology and 3)</p>

<p>paraprofessionals, particularly those taking alternative routes to certifications.</p>	<p>Secondary Mathematics. Lastly, the College received a Florida Department of Education grant in 2023-24, Grow Your Own Teacher Apprenticeship Program, that will establish a partnership with Broward County Public Schools to provide an alternative pathway for individuals to enter the teaching profession, thereby increasing the supply of qualified teachers to meet the district's pressing need.</p> <p>Broward College, through the Center of Teaching Excellence and Learning (CTEL), provides a variety of professional development opportunities for faculty and staff to develop their technical skills and instruction methods.</p> <p>CTEL organizes an annual Professional Development Day conference for faculty and staff as well as offering ongoing professional development sessions throughout the academic year. Session topics include academic and learning technologies, effective teaching practices, personal development, college resources, and organizational competencies. Additionally, CTEL has started to offer faculty and staff Mental Health First Aid training to support a student's holistic needs.</p> <p>CTEL's Scholarship of Teaching and Learning (SoTL) program supports the pedagogical inquiry efforts of Broward College's faculty. The program encourages faculty to enhance their teaching and promote student success while providing resources to conduct scholarly work on teaching and learning.</p> <p>CTEL offers several professional development opportunities for faculty interested in using technology to further enhance their courses. These opportunities include workshops on leveraging the various tools of the LMS (Learning Management System) D2L Brightspace, synchronous communication tools for live online sessions, mobile educational apps, open educational resources (to reduce costs of course materials), SoftChalk to create interactive lessons as well as Respondus 4.0 and Respondus LockDown Browser for assessments.</p>
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	<p>In addition to internal offerings, CTEL supports professional learning acquired through faculty and staff that travel to conferences as well as external courses and seminars. One of our most impactful professional development opportunities offered has resulted from our partnership with ACUE, the Association of College and University Educators. Faculty who satisfy the requirements of ACUE's courses earn certificates in effective college instruction.</p> <p>Lastly, CTE paraprofessionals and advisors are provided customized training throughout the term by their respective Associate Deans.</p>
<p>ii. Describe how you will identify and support those underrepresented in the teaching profession.</p>	<p>For internal hires, Broward College practices strategic diversity recruitment and uses social media to source and market positions. Candidate Flow reports provides hiring manager with demographic make-up of applicant pool and veteran's preference. Hiring managers are provided with an on-boarding guide for new hires that lists important reminders and strategies to foster high engagement and create a welcoming work environment.</p> <p>To recruit students into the Educator Preparation Institute, Teacher Apprenticeship program and the Bachelor of Science in Education programs, Broward College recruiters, Pathway Deans and Associate Deans provide outreach to current STEM students, high school students, Math and Science Professional Associations and community organizations such as Urban League, Boys and Girls Club, YMCA and Jack & Jill Children's Center.</p>

Section 9. Performance of Special Populations and Subgroups

A. Activities related to performance of special populations and subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in	For each year of the program, disparities or gaps in special populations will be addressed as follows:

<p>each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2024-2025 program year.</p>	<ul style="list-style-type: none"> i. Provide additional instructional resources for CTE students that assist with the integration of academic/technical skills competencies and success in CTE programs through our Academic Success Centers (ASC). Includes learning labs, tutoring by nationally certified tutors, and access to Brainfuse.com (24/7 online tutoring). Additionally, BC's libraries offer repositories of electronic resources aligned to the pathways that include certification test prep materials, or supplemental course materials that integrate academic and technical skill competencies. ii. BC's early alert system supports students with resources beyond the classroom; tutoring, workshops, and links to community resources to students struggling with class attendance, participation, and performance. Other supports include career services, childcare, laptop loans/use of technology labs, veteran's resource center, health centers and personal counseling services. Each student's assigned Advisor or Student Support Specialist is trained to provide intrusive advising that support the student holistically. iii. Refer students to a Peer Leader program providing sustained support to underserved students. focuses on supporting completion goals, as well as, improving persistence and retention rates among the student through mentorship and workshops.
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	<ul style="list-style-type: none"> iv. Students who self-identify, qualify for, and adhere to Broward College’s policy and procedure on Accessibility Resources are provided with academic accommodations, as approved by an Accessibility Resources team member. The Accessibility Resources team also provide advocacy services for students and provide resources to the college community to assist with making the college accessible to students with disabilities. Academic accommodations are available for all classes including blended and fully online. v. Economically disadvantaged students will be provided free Financial Aid workshops and individual counseling via remote or face to face. Financial Aid offers a call center that responds to student inquiries. If students are not eligible for FA, BC offers a tuition payment plan and refers students to open educational resources for reduced cost of materials. Students with 25% courses remaining are eligible for the American Dream Scholarship. vi. BC offers Seahawk Outreach Services (SOS) to assist students in distress, who may be experiencing extenuating circumstances outside of the classroom that threaten their ability to successfully enter and/or complete college. SOS provides the following programs and services: <ul style="list-style-type: none"> 1. One-on-One Coaching – meet with students individually to discuss college and community support
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	<p>resources to assist them through life challenges. SOS focuses on students with housing and/or food insecurity, foster care students, and other special populations. Student athletes are also supported.</p> <ol style="list-style-type: none"> 2. Student Success Workshops – face to face and online workshops teach students skills such as time management, grit/growth mindset, overcoming test anxiety, and other topics. 3. Community support – match students with appropriate community resources as needed to address issues relating to food or housing insecurity, domestic abuse, foster care aging out, etc. <p>vii. English for Academic Purposes (EAP) program offers English language courses that are designed to prepare non-native speakers for a degree program at Broward College. The EAP program consists of fifteen courses in three main skill-areas: Grammar & Writing, Listening & Speaking, and Reading & Vocabulary.</p> <p>viii. Youth who have aged out of the foster care system will be referred to one of our three campus liaisons that can answer questions, connect students to key resources, and advocate for the students while they are attending Broward College.</p> <p>ix. Ensure non-traditional genders are depicted in outreach collaterals.</p>
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	BC Institutional Research will monitor the performance of these groups and inform the office of Career and Technical Education of any performance gaps. The Dean of Career and Technical Education Support Services will work with the CLNA Task Force and the Pathway Deans to craft interventions to address such disparities
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Section 10. Accountability and Program Improvement

All agencies must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the [Perkins V Implementation Guide](#).

Eligible recipients must respond to the narrative question in Part 10-A.

	Response
A. Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.	<p>The College's Management Information System is CID, or College Information Database. CID is programmed in a manner consistent with Florida Department of Education, FLDOE, requirements as defined in the Data Dictionary provided to the College by FLDOE annually. Examples of the data reported for Perkins include earned recognized postsecondary credential; program concentrator data; and Occupational Completion Points, OCPs. CID gathers and reports information regarding enrollments and completions to the FLDOE. Data is submitted at the end of each term.</p> <p>Career and Technical Education uses data in a variety of ways such as, but not limited to program vitality reviews; student success measures; enrollment management; Perkins improvement plans; new program development; and caseload management of CTE students. This data allows the College to identify the program strengths, create plans to close achievement gaps, and to monitor progress towards the achievement of strategic goals.</p> <p>The quality of the data submitted by the College is ensured by the College's data certification process which is completed before the submission of data to the FLDOE each term. Data privacy at the</p>

	<p>College level is assured through policies implemented by the College's Information Technology Department. The FLDOE has implemented the TIBCO infrastructure requirements for secure File Transfer Protocol, FTP, of College database submissions to the FLDOE servers to further ensure data privacy.</p> <p>Equity outcome dashboards have been created to allow the identification and quantification of any disparities or gaps in performance about special populations. These dashboards are updated daily and are used to assist shareholders in creating and implementing strategies to address gaps in equity outcomes.</p>
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Reminder: As part of the 2020-2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients will be held accountable for these performance targets beginning with the data from the 2020-2021 program year. Program Improvement Plans (PIP) will be required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Broward College has exceeded the 2022-23 State's targets for all three Perkins Performance Measures and is not required to complete a program improvement plan.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities related to reading and strategic imperatives included in the State Board of Education’s K-20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	Response
<p>Describe how the project will incorporate one or more of the Goals included in the State Board of Education’s K-20 Strategic Plan. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml</p>	<p>#2 Seamless Articulation and Maximum Access Expand opportunities for postsecondary degrees and certificates by developing and improving articulation agreements and programs of study. The College also hosts Career Exploration events on the college campus for secondary students as an effort to increase secondary transitions to postsecondary institutions, disseminate CTE recruitment materials to secondary institutions, and conducting presentations at secondary institutions. The College will also continue to explore high wage, in demand industries and provide certification and/or associate of science degrees in those areas.</p> <p>#3 Skilled Workforce & Economic Development Broward College partnered with the Greater Fort Lauderdale Alliance, CareerSource Broward and the Broward Workshop, a private, non-profit, non-partisan business organization comprised of the chief decision makers representing 100 of Broward County’s business and professions seeking to facilitate solutions to our most critical issues, the skills gap.</p> <p>An internship toolkit was created to provide companies a step-by-step guide to implement a high-quality internship program. The goal of this initiative was to encourage more companies to welcome and introduce students into the various workforce environments to gain real world experience. Broward College has also committed to providing support to companies needing assistance to set up the program and refer qualified students from the Career Centers’ VIP list to compete for internship opportunities. CareerSource Broward has also created an</p>

	<p>internship portal for the community organizations to post the internship opportunities and for students to search and apply if interested.</p> <p>Lastly, Broward College partnered with WIN Learning to offer students the opportunity to obtain a soft skills certification. The Florida Soft Skills Assessment was developed based on the national Equipped for the Future (EFF) applied learning standards and the U.S. Department of Labor’s work on SCANS and O*NET. Managers, workers, and supervisors from across industries identified the skills from the EFF Standards as critical for entry-level workers to succeed in today’s workplace and global economy. The skills assessed in the Florida Soft Skills assessment include: active listening, read with understanding, use mathematics to solve problems, solve problems and make decisions, cooperate with others, resolve conflict and negotiate, observe critically, and take responsibility for learning.</p>
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Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)

A. Documentation of Automotive Service Technology Program

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs unless the funds are used to obtain certification for the program.

Broward College provided documentation of their ASE industry certification that expires on 11/1/28 on the next page.



Education Foundation

CERTIFICATE OF ACCREDITATION

This is to signify that:

Broward College

Post-Secondary

Expires 11/1/2028

Has been evaluated by the

ASE Education Foundation

in the areas of instruction, course of study, facilities and equipment, and meet the standards of quality for the training of automobile technicians at the following level:

**Master Automobile Service
Technology**

Timothy A. Zilke
President, ASE

Michael Coley
President, ASE Education
Foundation

Section 13. Federal Programs - General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of process to ensure equitable access

Eligible recipients must respond to the narrative question in Part 13-A.

	Response
<p>For the fiscal year 2024-2025, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf</p>	<p>Broward College will ensure equitable access to people with the following types of barriers: gender, race, national origin, color, marital status, disability, or age. We will achieve this by:</p> <ul style="list-style-type: none"> • Prominently listing the non-discrimination statement in all Perkin’s funded recruitment collaterals, Student Life handbook, website, Employee Handbook and Policy and Procedures. • Students who self-identify, qualify for, and adhere to Broward College’s policy and procedure on Accessibility Resources are provided with academic accommodations, as approved by an Accessibility Resources team member. The Accessibility Resources team also provide advocacy services for students and provide resources to the college community to assist with making the college accessible to students with disabilities. Academic accommodations are available for all classes including blended and fully online • Assigning a personalized Accessibility Resource Specialist located at each campus through the Office of Accessibility resources to act as an ombudsman. • Providing access to facilities and special assistance such as note-taking, specialized testing, sign language interpreters, readers, scribes, test taking and study skills workshops, and use of assistive hardware and software. • Tutoring to students in CTE programs who have special needs. • Providing equipment such as instructional materials, computers, monitors, and audio tapes.

	<ul style="list-style-type: none">• Recruiting students who don't traditionally enter certain fields by conducting presentations, developing brochures, inviting students to career exploration activities, using images in brochures and marketing materials that include a diverse population as well as the special needs community.• Providing information sessions on career opportunities to special populations, including CareerSource Broward centers and other community organizations and facilities.
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**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Postsecondary, Section 132
APPLICATION REVIEW CRITERIA AND CHECKLIST**

- **Place all items requested in the order indicated below.**
 - All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_XXB005_submit, on the **due date of Tuesday, April 30, 2024**
 - Include only the items requested. (Do not include **Instructions** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.

File # and Type	Item	Applicant Provide page #s for items listed
PDF File	Attachments	Page Number(s)
Submit as PDF File #1	DOE 100A, Project Application — with original signature or electronic signature	1
	Program of Study Template	2-3
	2024–2025 Postsecondary CTE Assurances Form	4-8
	General Assurances	9-32
Word Document File	Narrative Sections	Page Number(s)
Submit as Word Document File #2	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	33-79
	Section 2. Primary Program of Study and CTE Postsecondary Programs for 2024–2025	79-83
	Section 3. Career Exploration and Guidance	83-86
	Section 4. Continuous Academic Improvement and Academic Integration	86-88
	Section 5. Equity and Access for Special Populations	89-93
	Section 6. Opportunities for Work-Based Learning	93-94
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	94-95
	Section 8. Support for CTE personnel	95-97
	Section 9. Performance of Special Populations and Subgroups	97-101
	Section 10. Accountability and Program Improvement	101-102
	Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)	103-104
	Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)	104-105
	Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)	106-107
	Application Checklist – must be last page of the Word Document File	108
Excel File	Postsecondary Grant Application CLNA and Budget Excel Workbook	
Submit as Excel File #3	Program Needs Assessment	
	DOE 101 Budget Narrative Form (with Instructions)	
	Projected Equipment Purchases Form (with Instructions)	

[Type here]



Perkins V 2024–2025

State College Postsecondary (Florida College System) CLNA and
Budget Workbook

Florida Department of Education

Governor: Ron DeSantis

Commissioner: Manny Diaz, Jr.

Florida College System Postsecondary Program Needs Assessment: 2024-2025

2024-2025 CLNA Program Summary	Agency Name Please do NOT change this once approved	Agency Number Auto-populated	WDA (Auto-populated)	Last Update																
College Postsecondary (by FCS)	Broward College	062	22	03/23/24																
<p>Reminder: Please do not modify this worksheet. If needed, contact the Partners team and use the comments field. Select print area before printing this worksheet.</p>																				
<p>Reference Links</p> <p>Program</p> <p>Labor Market Alignment (LMA)</p> <p>Fundable: One primary or two secondary sources.</p> <p>Red strikethrough if SOC code not matched to the program number. Auto-populated cells for primary options #1-4 remain blank if SOC code not found for the primary source. Red strikethrough if secondary source answers are not different.</p> <p>Do not copy-and-paste over auto-populate or drop-down fields. May press "tab" or "backspace" to clear a drop-down field if needed.</p> <p>Six, Scope, & Quality (SQS)</p> <p>Fundable: Provide a response to each column. You may copy-and-paste over text or text fields only. SQS turns green if all columns have a response.</p> <p>Program of Study</p> <p>Fundable/ Nonfundable Programs</p> <p>Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/entered. In other rows, this set of columns may be completed, partial, or blank as appropriate.</p> <p>Required Agency Head answer: FQCS will review whether the row has been correctly completed. Must meet LMA, SQS, requirements to be</p>																				
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
Response ID	Agency Number	Agency Name	CP Number (include leading zero, use 2020 format)	Standard Program Name (Auto-populates)	SOC Code (Auto-populates)	Primary Source Option #1 (MCL)	Primary Source Option #2 (State Demand Occupation List)	Primary Source Option #3 (Regional Demand Occupation List)	Primary Source Option #4 (FDACS)	Primary Source Option #5 (Local)	Leave Blank (N/A) (Drop-down Menu)	Secondary Source #2 (Must be Different from #1) (Drop-down Menu)	Site and "Six" Standard	Experiential Learning	Business, Industry Engagement	Industry Credentials	Aligned Program (Drop-down Menu)	Primary Assessment Credit Opportunity (Drop-down Menu)	Fundable?	
		Select agency name from the dropdown menu at top of PNA (Auto-populates)	Strikethrough if no alignment with CP Number. Not all but most programs will have a SOC Code. Use Crosswalk sheet. (Text/F Field)		Strikethrough if no alignment with CP Number. Not all but most programs will have a SOC Code. Use Crosswalk sheet. (Text/F Field)	Must type CP Number into Column 6 (Auto-populates)	Must type SOC Code into Column 7 (Auto-populates)	Must type SOC Code into Column 8 (Auto-populates)	Must type SOC Code into Column 9 (Auto-populates)	Must type SOC Code into Column 10 (Auto-populates)			Identify the site (including virtual) involved in collectively offering enough courses to allow students to complete the program. (Text/F Field)	List one or more experiential learning opportunities (e.g., work opportunities or externships.) If & where, include course number, if the program provides opportunities for ESD participation. List the CDS.	List one or more ways business and industry will be engaged in the operations of the program. (Text/F Field)	List the industry-recognized credentials/certifications may earn in the program. (Text/F Field)				
1	062	Broward College	135120800	Health Navigator	211093	Yes							Broward College North	WBL/Capstone/HSC210	Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science			Yes	
2	062	Broward College	145115901	Social and Human Services	211093	Yes							Broward College - Central South, North Campus	HUS1801 and HUS2821	Partner w/ business in securing grant funds for program, professional associations assist with student recruitment, local businesses provide practicum opportunities. Local business serves on advisory committee and engaged on operations of program.	Associate of Science			Yes	
3	062	Broward College	1351070700	Health Information Technology	292098	Yes							Broward College North Campus	HIM100 and HIM210	Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science - Registered Health Information Technician (RHIT) (SCS2000) & Certified Coding Associate			Yes	
4	062	Broward College	164708991	Avionics Systems Integration Specialist	173021	Yes							Broward College - South Campus and Central Campus	IAW2302 and AVS2770	Local businesses serve on advisory committee and engaged on operations of program ensuring it aligns with the needs of the industry, provides input on skills for entry level technicians. Local businesses engaged in internship opportunities. Aero-Podium Symposium hosted by Broward College.	Associate of Science			Yes	
5	062	Broward College	0749010700	Florida Law Enforcement Academy	333011	Yes							Broward College - Central	CRJ040 and CRJ051	Local agencies select and sponsor cadets to enter into training program at Broward College. All cadets have positions earmarked for them as soon as they complete the program and certifications.	Career Certificate & Law Enforcement Officer (FLJ2400)			Yes	
6	062	Broward College	0749010200	Correctional Officer (Traditional Correctional BRTF)	333011					Other Employer or Industry Assoc. Letter of Support	Job Analytics		Broward College - Central	CRJ040 and CRJ051	Local agencies select and sponsor cadets to enter into training program at Broward College. All cadets have positions earmarked for them as soon as they complete the program and certifications.	Career Certificate & Correctional Officer (FLJ2400) Correctional Officer (FLJ2400) Correctional Officer (FLJ2400)			Yes	
7	062	Broward College	0749019933	Police Service Aide	133041	Yes	Yes	Yes					Broward College - Central	CRJ214	Local agencies select and sponsor cadets to enter into training program at Broward College. All cadets have positions earmarked for them as soon as they complete the program and certifications.	Career Certificate			Yes	
8	062	Broward College	0749010702	Crossover from Correctional Officer to Law Enforcement Officer	333011	Yes							Broward College - Central	CRJ020 and CRJ041	Local agencies select and sponsor cadets to enter into training program at Broward College. All cadets have positions earmarked for them as soon as they complete the program and certifications.	Career Certificate & Law Enforcement Officer (FLJ2400)			Yes	
9	062	Broward College	0552030205	Accounting Technology Management	133062	Yes							Broward College Central Campus, North Campus, South Campus, On-Line Campus	DECA	We ask businesses their needs and industry trends, and we bring it back for faculty to discuss how to incorporate into the program. Local businesses serve on advisory committee and engaged on operations of program.	College Credit Certificate & Accredited Business Accountant (ABA) (ACT100) Certified Bookkeeper (ADP100) Fund	Accounting Applications	Local Articulation Agreement	Yes	
10	062	Broward College	0552030203	Accounting Technology Operations	133062	Yes							Broward College Central Campus, North Campus, South Campus, On-Line Campus	FRA/FPL	We ask businesses their needs and industry trends, and we bring it back for faculty to discuss how to incorporate into the program. Local businesses serve on advisory committee and engaged on operations of program.	College Credit Certificate & QuickBooks Certification (INT1001)	Accounting Applications	Local Articulation Agreement	Yes	
11	062	Broward College	0552030204	Accounting Technology Specialist	133062	Yes							Broward College Central Campus, North Campus, South Campus, On-Line Campus	FRA/FPL	We ask businesses their needs and industry trends, and we bring it back for faculty to discuss how to incorporate into the program. Local businesses serve on advisory committee and engaged on operations of program.	College Credit Certificate & QuickBooks Certification (INT1001)	Accounting Applications	Local Articulation Agreement	Yes	
12	062	Broward College	0451150100	Addiction Services	211093					Other Employer or Industry Assoc. Letter of Support	Job Analytics		Broward College - Central South, North Campus	HJ2415	Partner w/ business in securing grant funds for program, professional associations assist with student recruitment, local businesses provide practicum opportunities. Local business serves on advisory committee and engaged on operations of program.	College Credit Certificate			Yes	

Florida College System Postsecondary Program Needs Assessment: 2024-2025

Row ID	College	Program	Program ID	Year	Priority	Advisory Committee	Industry Assoc.	Letter of Support	Job Analytics	Program Description	Local Business Involvement	Accreditation	Articulation	Other
32	Broward College	Criminal Justice Technology Specialist	74391034	33051	Yes					Broward College - Central Campus CJ2000 Business leaders participate in guest lectures and career fairs. Local businesses serve on advisory committee and engaged on operations of program. Local businesses engaged on internship opportunities.	College Credit Certificate			Yes
33	Broward College	Culinary Arts Management Operations	41203401	13051	Yes	Yes	Yes			Broward College - Central Campus HFT 2460 and HFT 1050, DCCA The program is working with local hospitality executives to create a mentorship program for students. Local businesses serve on advisory committees. Business leaders participate in guest lectures and career fairs.	College Credit Certificate & Certified Culinary Associate (CCACF2002)			Yes
34	Broward College	Network Security	51100118	15281	Yes		Yes			Broward College - Central Campus CT5119C Local businesses serve on advisory committee and engaged on operations of program. Business leaders participate in guest lectures and career fairs.	College Credit Certificate & Associate (AA22001, AA22002, AA22003, AA22004)			Yes
35	Broward College	Business Intelligence Professional	55213010	15253				Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College - Central Campus CDP1700C Local businesses serve on advisory committee and engaged on operations of program. Business leaders participate in guest lectures and career fairs.	College Credit Certificate & Data Certified Cyber Associate (CCDC27, CompTIA A+ & CCDFP001, CompTIA LinuxCCP000, CCNA)			No
36	Broward College	Domestic Violence Services	45115994	21093				Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College - Central Campus, South Campus, North Campus HUC2415 Partner w/ business in securing grant funds for program, professional associations assist with student recruitment, local business provide practicum opportunities. Local businesses serve on advisory committee and engaged on operations of program.	College Credit Certificate			Yes
37	Broward College	Electronics Aide	41503013	17803	Yes	Yes				Broward College - North Campus EET105C Business leaders participate in guest lectures/mentorship for updates in Engineering Technology field. Engineering and Technology Forum FLATE, hosted by Broward College.	College Credit Certificate & Autodesk Certified User - AutoCAD/PLC/Robotics/Arduino & Certified User - Inventor/MS Office/3ds Max			Yes
38	Broward College	Accounting Technology	155203020	13202	Yes					Broward College Central Campus, North Campus, South Campus, On-Line Campus FBA/FPB We ask businesses their needs and industry trends, and we bring it back for faculty to discuss how to incorporate into the program. Local businesses serve on advisory committee and engaged on operations of program.	Accounting Applications	Local Articulation Agreement		Yes
39	Broward College	Nuclear Medicine Technology	135100050	20201	Yes					Broward College North NMT2001, NMT2011, NMT2021, NMT2031, NMT2041, NMT2051 Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science & Registered Technologist (Medical) (AMRT200, Certified Nuclear Medicine)			Yes
40	Broward College	Professional Pilot Technology	144910200	53201	Yes	Yes	Yes			Broward College - South Campus ATP1100C, ATP2400L Local business serve on advisory committee and engaged on operations of program. Program interacts with networking and recruitment events with SBAIA, SBAIA, SBAIA, and AIC.	Associate of Science & FAA Certified Flight Instructor (FEDAA03, FAA Certified Commercial Pilot (FEDAA06, FAA Private)			Yes
41	Broward College	Criminal Justice Technology	174301030	33201	Yes					Broward College - Central Campus CJ2000 Business leaders participate in guest lectures and career fairs. Local businesses serve on advisory committee and engaged on operations of program. Local businesses engaged on internship opportunities.	Associate of Science			Yes
42	Broward College	Crime Scene Technology	174304060	04030	Yes					Broward College - Central Campus CE204C Business leaders participate in guest lectures and career fairs. Local businesses serve on advisory committee and engaged on operations of program. Local businesses engaged on internship opportunities.	Associate of Science			Yes
43	Broward College	Business Administration	155202010	13051	Yes	Yes	Yes			Broward College Central Campus, North Campus, South Campus, On-Line Campus DCCA Business leaders participate in guest lectures and career fairs. Local businesses serve on advisory committee and engaged on operations of program. Local businesses engaged on internship opportunities.	Associate of Science & CompTIA Cloud Essentials+ (COMPT00, Data Models Certified)			Yes
44	Broward College	Hospitality & Tourism Management	125200101	13051	Yes	Yes	Yes			Broward College Central Campus BLA/FPB The program is working with local hospitality executives to create a mentorship program for students. Local businesses serve on advisory committees and are engaged in the operations of the program. Local businesses engaged in internship opportunities through Career Services. Business leaders participate in guest lectures and career fairs.	Associate of Science & Certified Hospitality Supervisor (CHS) (AS201, Certified Food Protection Manager)			Yes
45	Broward College	Marketing Management	125214010	12201	Yes	Yes	Yes			Broward College North Campus, South Campus, Central Campus FBA/FPB Advisory committee meets monthly once every semester. In fact, changes to curriculum in relating and international marketing courses are being made based on our community business advisors. Business leaders are guest speakers, they donate to student CEO's, participate in Job Fairs.	Associate of Science			Yes
46	Broward College	Nursing R.N.	135130010	20141	Yes	Yes	Yes			Broward College North Campus, South Campus, Central Campus NUR2011 Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science & National Licensed Registered Nurse (NCLRS) (NUR2000, National Licensed Practical Nurse)	Practical Nursing	Statewide Articulation Agreement	Yes
47	Broward College	Health Services Management	135107010	13051	Yes	Yes	Yes			Broward College North Campus HSA2010 Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science			Yes
48	Broward College	Radiography	135100110	20124	Yes					Broward College Central Campus RT1100L, RT1111L, RT1121L, RT1131L, RT1141L, RT1151L, RT1161L, RT1171L, RT1181L, RT1191L, RT1201L Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science & Registered Technologist (Radiography) (AMRT200, Registered Technologist - Medical Associate)			Yes
49	Broward College	Respiratory Care	135100080	20126	Yes	Yes	Yes			Broward College North RET203L Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science, Certified Respiratory Therapist (CRT) (AMRT200) & Registered Respiratory Therapist (RRT) (RRT200)			Yes
50	Broward College	Dental Hygiene	135106020	20120	Yes	Yes	Yes			Broward College Central Campus DHT2000, DHT2001, DHT2002, DHT2003, DHT2004 Clinical/practicum supervisors serve on advisory committee and engaged on operations of program, clinical/practicum placements and placement opportunities for graduates. Local industry leaders promote program. Subject matter experts serve as class guest speakers. Local hospitals and facilities participate in job fairs.	Associate of Science & Licensed Dental Hygienist (LDM200, Local Articulation to Dental Hygiene) (DM200)			Yes

Florida College System Postsecondary Program Needs Assessment: 2024-2025

Row ID	College	Program	Year	Other Employer or Industry Assoc. Letter of Support	Job Analytics	North and South	CHD280	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
127	Broward College	419070908 Preschool Specialization	252011						Yes	
128	Broward College	511106501 Project Management Associate	132082	Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College - On-Line	SM2303C	College Credit Certificate & CompTIA Project CompTIA Project Management Professional (PMP)PMP6002,PMI	Yes	
129	Broward College	552020113 Real Estate Specialist	119051			Broward College South Campus	CTSO	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
130	Broward College	552021500 Risk Management and Insurance Operations	132053			Broward College Central Campus	DECA	College Credit Certificate & Florida Child Care - Professional Development Associate	No	
131	Broward College	552021501 Risk Management and Insurance Management	132054			Broward College Central Campus	FBA/FBL	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
132	Broward College	252090402 Rooms Division Management	119051	Yes	Yes	Yes	FBA/FBL	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
133	Broward College	252090404 Rooms Division Operations	119051	Yes	Yes	Yes	HF2410, HF2220, HF2220, and HF2220, FBA/FBL	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
134	Broward College	252090405 Rooms Division Specialist	119051	Yes	Yes	Yes	HF2410, HF2220, HF2220, and HF2220, DECA	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
135	Broward College	511106502 Technology Project Manager	131082	Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College - On-Line	SM2303C, MAR244C, AND C13134C	College Credit Certificate & Florida Child Care - Professional Development Associate	Yes	
136	Broward College	511080103 Web Development Specialist	152527	Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College - Central Campus	CCP1200C	College Credit Certificate & Florida Child Care - Professional Development Associate	Web Development Local Articulation Agreement	Yes
137	Broward College	415080100 Automotive Service Management Technology	173023		Yes	Yes	Yes	AR2249, AR2248	Associate of Applied Science & Automotive Technology	Yes
138	Broward College	447060500 Marine Engineering, Management & Seamanship	492011	Yes	Yes	Yes		MTE249 MTE1851	Local business serve on advisory committee and engaged on operations of program.	Yes
139	Broward College	351090408 Emergency Medical Technician -AED	202040	Other Employer or Industry Assoc. Letter of Support	Conversation Board Letter of Support	Broward College Central Campus and South Campus	EMS1119, EMS1411, EMS1421	Advanced Technical Diploma & Emergency Medical Technician (AED) NREMT103	Yes	
140	Broward College	351060108 Dental Assisting Technology and Management AED	202182	Yes	Yes	Yes		DE15300, DE153831, DE15383, DE15400, DE15440	Advanced Technical Diploma & Certified Dental Assistant (CDA) DANB2000	Yes
141	Broward College	Data Science Technology	152526	Yes				SM2410C, SM2420C, and COP204C	Associate of Science & CompTIA Security CompTIA Security+ CS001	Yes
142	Broward College	Data Science Technician	152526	Other Employer or Industry Assoc. Letter of Support	Job Analytics	Broward College Central Campus, North Campus, and Online Campus	SM2410C, SM2420C, and COP204C	Local business serves on advisory committee and engaged on operations of program. Business engaged for internship and placement opportunities. Business leaders participated in guest lectures and career fairs.	College Credit Certificate	Yes

FLORIDA DEPARTMENT OF EDUCATION
2024–2025 Perkins V Budget Narrative Form

Before completing, please review the Instructions & Example (especially for Column 3).
Show all amounts in whole dollars only.

TAPS Number

A)Name of Eligible Recipient/Fiscal Agent

B)Project Number (DOE Use Only)

25B005
Broward College
062-1615P-5CP01

(1)	(2)	(3)	(4)	(5)
Function	Object	Account Title & Narrative	FTE Position	Amount
	53000	<p>Salaries-3 full time Career Placement Specialists. Provides career readiness, work-based learning opportunities, employer relations, track positions and assist in placement. Collaborate with CTE stakeholders to match students with employer.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 4-6; 1-H: Need 7 • Program Number or CIP#: 1552030201, 1552020102 & 0511010311 • Sec.135: Uses of Funds: 1A-F, 3, 5B, 5E,5G,5K,5L,5M, 5T 	3	\$163,270
	59100	Social Security Fringe Benefits-Career Placement Specialist		\$10,123
	59101	Medicare Fringe Benefits-Career Placement Specialist		\$2,367
	59200	Florida Retirement Contribution Fringe Benefits-Career Placement Specialist		\$22,156
	59701	Health Insurance Fringe Benefits-Career Placement Specialist		\$39,960
	59702	Life insurance Fringe Benefits-Career Placement Specialist		\$180
	59703	Dental Insurance Fringe Benefits-Career Placement Specialist		\$1,191
	59704	Disability insurance Fringe Benefits-Career Placement Specialist		\$261
	53000	<p>Salaries- 2 full time Career Coaches. Position provides career guidance to CTE students using labor market research tools and CTE program knowledge that align with student’s interests and skill inventories.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 4; 1-E: Need 2; 1-H: Need 2 • Program Number or CIP#: 0552021501, 0551070500, 1652020901 & 0511100114 • Sec.135: Uses of Funds: 1A-F, 2B, 3, 5B, 5E,5G,5K,5L,5M, 5T 	2	\$108,018
	59100	Social Security Fringe Benefits-Career Coach		\$6,697
	59101	Medicare Fringe Benefits-Career Coach		\$1,566
	59200	Florida Retirement Contribution Fringe Benefits-Career Coach		\$14,658
	59701	Health Insurance Fringe Benefits-Career Coach		\$26,640
	59702	Life insurance Fringe Benefits-Career Coach		\$119
	59703	Dental Insurance Fringe Benefits-Career Coach		\$794
	59704	Disability insurance Fringe Benefits-Career Coach		\$173
	53000	<p>Salaries - 5 Full-time Student Success Coaches/Credit for Prior Learning. Responsible for providing concierge on-boarding for CTE students from applicant to 1st term enrolled. Promote, assess and award credit for prior learning to qualified CTE students for acceleration.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 2; 1-E:Need 1-2; 1-G: Needs 3-4; 1-H: Needs 3 & 5 • Program Number or CIP#: 1511100112, 1552020401 & 1612050401 • Sec.135: Uses of Funds: 1A-F, 3, 5A, 5C, 5G, 5K, 5M, 5S, 5T 	5	\$273,155
	59100	Social Security Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$16,936
	59101	Medicare Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$3,961
	59200	Florida Retirement Contribution Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$37,067
	59701	Health Insurance Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$66,600
	59702	Life insurance Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$300

	59703	Dental Insurance Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$1,985
	59704	Disability insurance Fringe Benefits-Student Success Coach/Credit for Prior Learning		\$437
	53000	<p>Salaries- 1 full time Articulation Specialist. Focuses on outreach and on-boarding for CTE articulation, Workforce Dual Enrollment and Career Pathway Dual Enrollment for CTE students.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 3; 1-E: Needs 1-2; 1-F: Need 2; I: Need 1 • Program Number or CIP#: 1413121004, 1511010307, 1511100112 & 0611080303 • Sec.135: Uses of Funds: 1A-F, 2D, 3, 5A-C, 5E-M, 5S-T, 6 	1	\$53,958
	59100	Social Security Fringe Benefits-Articulation Specialist		\$3,345
	59101	Medicare Fringe Benefits-Articulation Specialist		\$782
	59200	Florida Retirement Contribution Fringe Benefits-Articulation Specialist		\$7,322
	59701	Health Insurance Fringe Benefits-Articulation Specialist		\$13,320
	59702	Life insurance Fringe Benefits-Articulation Specialist		\$59
	59703	Dental Insurance Fringe Benefits-Articulation Specialist		\$397
	59704	Disability insurance Fringe Benefits-Articulation Specialist		\$86
	53000	<p>Salaries- 13 full time Sr. CTE Student Support Specialists Performs case management advising of CTE students. Assists w/ data collection and analysis for improving student outcomes. Recommends retention and completion strategies to CTE faculty and administration. Acts as a liaison for the Pathway community</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 2; 1-E: Need 1 & 2; 1-F: Need 2; 1-G: Needs 1, 3-4; 1-H: Needs 3, 5, & 6 • Program Number or CIP#: 0552020103, 1351220800, 0610020303, 1743010302, 1351091004, 0743010700, 1722030200 & 1351091100 • Sec.135: Uses of Funds: 1A-F, 2E, 3, 5A, 5C,5G,5K,5M, 5O,5S, 5T 	13	\$741,418
	59100	Social Security Fringe Benefits-Sr. CTE Student Support Specialists		\$45,968
	59101	Medicare Fringe Benefits-Sr. CTE Student Support Specialists		\$10,751
	59200	Florida Retirement Contribution Fringe Benefits-Sr. CTE Student Support Specialists		\$100,610
	59701	Health Insurance Fringe Benefits-Sr. CTE Student Support Specialists		\$159,840
	59702	Life insurance Fringe Benefits-Sr. CTE Student Support Specialists		\$816
	59703	Dental Insurance Fringe Benefits-Sr. CTE Student Support Specialists		\$4,764
	59704	Disability insurance Fringe Benefits-Sr. CTE Student Support Specialists		\$1,186
	53000	<p>Salaries - 2 full time CTE Specialists: 1) CTE Industry Certification & Completion—Focuses on industry certification attainment, student success campaigns, data verification and visualization; 2) CTE Support-College-wide support for apprenticeship, internship, industry certification, articulation, advisory committees and tracking Perkins deliverables.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 2-4; 1-F: Need 2-3; 1-H: Need 7 • Program Number or CIP#: 1647060911, 1351060104, 0649010409 & 0351090408 • Sec.135: Uses of Funds: 1A-F, 2D, 3, 5A-C, 5E-M, 5S-T, 6 	2	\$115,260
	59100	Social Security Fringe Benefits-CTE Specialists		\$7,146
	59101	Medicare Fringe Benefits-CTE Specialists		\$1,671
	59200	Florida Retirement Contribution Fringe Benefits-CTE Specialists		\$15,641
	59701	Health Insurance Fringe Benefits-CTE Specialists		\$13,320
	59702	Life insurance Fringe Benefits-CTE Specialists		\$127
	59703	Dental Insurance Fringe Benefits-CTE Specialists		\$794
	59704	Disability insurance Fringe Benefits-CTE Specialists		\$184

	53100	<p>Other Professional - Overload / Supplemental- Zone 3 supplements, per term, for staff to assist with CTE program needs assessment data and analysis. \$2,355 X 2 terms + \$2,150 X 1 terms = \$6,860.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 4; 1-E: Need 3; 1-F: Need 2&3 • Program Number or CIP#: 1351090800, 1511020101 & 1722030200 • Sec.135: Uses of Funds: 2B, 2D, 2E, 4A,5A, 5H,5L, 5T, 6 	0.25	\$6,860
	59100	Social Security Fringe Benefits Other Professional/Overload Supplemental		\$425
	59101	Medicare Fringe Benefits Other Professional/Overload Supplemental		\$99
	59200	Florida Retirement Contribution Fringe Benefits		\$931
	60501	<p>Travel – In-county mileage using Florida State rate to meet with other CTE staff on various BC campuses, to attend meetings with employers and Career/Job Fairs, attend outreach activities at local high schools, and Broward community organizations. 5 people X 20 miles per month X 10 monthsX.445 per mile=\$445 In County. All travel completed by 6/30/25.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 2 & 5; 1-E: Needs 2-3; 1-F: Needs 2-3; 1-G: Needs 1-4; 1-H: Need 4 • Program Number or CIP#: 0511100118, 1615000001, 0649010410 & 1650060213 • Sec.135: Uses of Funds: 2, 3, 4, 5A-C, 5E-M, 5T, 6 		\$445
	60502	<p>Travel – Out of district travel using Florida State rate for CTE Staff, Administration and Faculty with teaching or student service responsibilities to attend CTE related conferences/meetings for best practice professional development. Conference/meetings may include, Florida Career Pathways conferences, Florida Association of Career and Technical Education, Career and Workforce conferences and CTE Program specific conferences and state meetings. Travel completed by 6/30/25.</p> <p>Hotel - \$225 per night X 2 nights X 2 people=\$900 Airfare--\$400 X 2=\$800 Meals - \$36 per person X 3 days X 2 people=\$216 Registration - \$400 per person X 2 people= \$800 Car Rental-- \$150 X 2= \$300 \$3,016 Out of District Travel</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 2 & 5; 1-E: Needs 1-3; 1-F: Needs 2-3; 1-G: Needs 1-4; 1-H: Need 4 • Program Number or CIP#: 0511100118, 1615000001, 0649010410 & 1650060213 • Sec.135: Uses of Funds: 2, 3, 4, 5A-C, 5E-M, 5T, 6 		\$3,016
	60503	<p>Travel – Out of state travel using Florida State rate for CTE Staff, Administration and Faculty with teaching or student service responsibilities to attend CTE related conferences/meetings for best practice professional development. Conference/meetings may include, National Career Pathways conferences, National Association of Career and Technical Education, National Academic Advising Association, Career and Workforce conferences and CTE Program specific conferences. Travel completed by 6/30/25.</p> <p>Hotel - \$225 per night X 2 nights X 1 person=\$450 Airfare--\$400 X 1=\$400 Meals - \$36 per person X 3 days X1 person=\$108 Registration - \$400 per person X 1 person= \$400 Car Rental-- \$150 X 1= \$150 \$1,508 Out of State Travel</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 2 & 5; 1-E: Needs 1-3; 1-F: Needs 2-3; 1-G: Needs 1-4; 1-H: Need 4 • Program Number or CIP#: 0511100118, 1615000001, 0649010410 & 1650060213 • Sec.135: Uses of Funds: 2, 3, 4, 5A-C, 5E-M, 5T, 6 		\$1,508

62000	<p>Printing-Printing for CTE educational plans, including brochures and posters for CTE recruitment.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1; 1-E: Need 2; 1-G: Needs 1-4; 1-H: Needs 2-3 • Program Number or CIP#: 1252140101, 1511020101, 1552020102 & 1351180100 • Sec.135: Uses of Funds: 2, 3, 4, 5A-C, 5E-M, 5T, 6 		\$447
65500	<p>Material and Supplies- Material and office supplies for CTE staff to fulfill Perkins CTE program activities, including: paper; binders; folders; toner; highlighters; hygienic wipes; monitors; office equipment; headsets; laptops; tablets; and electronic storage devices.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1; 1-E: Need 2; 1-G: Needs 1-4; 1-H: Needs 2-3 • Program Number or CIP#: 1252140101, 1511020101, 1552020102 & 1351180100 • Sec.135: Uses of Funds: 2, 3, 4, 5A-C, 5E-M, 5T, 6 		\$5,318 \$3,000
65501	<p>Educational Material & Supplies Educational supplies and training materials for Graphic Design and Film Production Technology students that will simulate equipment and materials used in the marketplace. Items include: Audio Podcast materials, photography studio lighting kit, light fixtures for lighting film and video sets, sound recording supplies, and camera dolly & track bundles to operate at a professional level.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1, 3 & 6. • Program Number or CIP#: 1611080300, 0611080302, 1650060213 • Sec.135: Uses of Funds: 5D, 5E, & 5M 		\$13,406
67001	<p>Subscriptions – Monthly subscription for WiFi Hot Spots to capture CTE students in remote outreach or placement. Costs incurred will be within the grant period of 7/1/24 to 6/30/25.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Needs 1-2; 1-E: Need 2; 1-G: Needs 2; 1-H: Need 4 • Program Number or CIP#: 1252090101, 1351090800, 1511010307 & 1615100102 • Sec.135: Uses of Funds: 1A-C, 1E-F, 5C-D, 5G, 5I, 5K, 5M, 5S & 5T 		\$1,850
67600	<p>Indirect Cost Federal-Support Perkins activities (administration, accounting, data reporting, office space & maintenance) not covered by grant.</p> <p>\$2,421,762 Award-\$200,002 (unallowed equipment and training related fees)=\$2,221,760 Allowed Amount for calculation \$2,221,760/1.05=\$2,115,962 Direct Expenses \$2,221,760 Allowed Amount -\$2,115,962 Direct=\$105,798 Indirect Allocation</p>		\$103,482 \$105,798
68007	<p>Training & Related Fees- CTE Industry Certification fees, paid on behalf of students.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 2-3; 1-H: Need 1; 1-I: Need 1 • Program Number or CIP#: 0511100112, 0511100114, & 1511100112 • Sec.135: Uses of Funds: 1C, 1F, 3, 4B, 5C, 5D, 5F, 5J, 5L, & 5S 		\$15,000
61000	<p>Freight Shipping & Handling Shipping costs for Crime Scene Technology lite auto and fingerprint photography accessories outlined in Capital Outlay and Equipment list.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1, 3 & 6. • Program Number or CIP#: 1743040600 & 0743040600 • Sec.135: Uses of Funds: 5D & 5E 		\$250

	70600	<p>Minor Equipment Minor equipment <\$5,000 for Graphics Design, Automotive Service Management Technology, Film Production Technology and Marine Engineering Management students to simulate work-based learning in the classroom.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1, 3 & 6. • Program Number or CIP#: 1611080300, 0615080300, 0615080302, 0615080301, 1650060213, 0647060500 • Sec.135: Uses of Funds: 5D, 5E, & 5Q 		\$81,346
	71023	<p>Capital Outlay Equipment ≥\$5,000 for Crime Scene Technology, Engineering Technology and Marine Engineering Management students to simulate work-based learning in the classroom. Equipment listed in Projected Equipment form as required.</p> <ul style="list-style-type: none"> • Narrative Section, CLNA Need and Priority#: Section 1-C: Need 1, 3 & 6. • Program Number or CIP#: 1743040600, 1615000001, 0647060500 • Sec.135: Uses of Funds: 5D & 5E 		\$90,000
			C) TOTAL	\$2,421,762

DOE 101, Sheet based on the May 2022 Form Update

FLORIDA DEPARTMENT OF EDUCATION
2024–2025 Perkins V Projected Equipment Form

Agencies are accountable for all equipment purchased using grant funds.

Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101.

A) Name of Eligible Recipient/Fiscal Agent
 B) Project Number (DOE Use Only)

Broward College
062-1615P-5CP01

Item Number	A Function Code	B Object Code	C Account Title	D Description	E School/ Program	Quantity	F Item Cost (\$)	G Total Amount (\$)
1	N/A	71023	Capital Outlay	ER-4iA Robot with R-30iB Mate Plus Controller - P-ER4IA004P1	Engineering Tech/ North Campus	1	33,900	\$33,900.00
2	N/A	71023	Capital Outlay	Foster + Freeman Crime-lite Auto	Crime Scene Tech/Central	1	37,500	\$37,500.00
3	N/A	71023	Capital Outlay	Foster + Freeman Crime-lite Auto Fingerprint Photography Accessories	Crime Scene Tech/Central	1	6,000	\$6,000.00
4	N/A	71023	Capital Outlay	Watermaker	Marine Engineering Mgmt./South Campus	1	12,600	\$12,600.00
					Total			\$90,000

Does the agency's inventory system contain all required federal and state elements listed in the **Inventory Guidelines** in the instructions?
 Mark one of these answers with an "X."

<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yes?	No?