



## EXECUTIVE SUMMARY

**Recommendation that the Broward College District Board of Trustees authorize the standard contract (purchase order) with Xandra Marketing LLC to conduct three workshops college-wide for mental health awareness and suicide prevention for students. Fiscal Impact: \$1,500.00 (for three workshops, funded by the Suicide Prevention Grant)**

**Presenter(s):** Janice Stubbs, Vice President of Student Services

**What is the purpose of this contract and why is it needed?** The purpose of this purchase order is to secure the vendor, Alexandra Silva Labarr, founder of Xandra Marketing to deliver three student workshops entitled "Dream Big, Set Goals, Take Action". Ms. Labarr is the founder of Xandra Marketing and author of "The Power of Networking". The students, in the workshops, will explore the art of dreaming big and setting compelling goals that align with their educational goals. They will learn and practice SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal development. They will discover actionable strategies and techniques to stay motivated and overcome obstacles and self-doubt. Ms. Labarr will demonstrate how networking and social connectedness can improve one's mental health. She will share with the students how to increase awareness, reduce stigma, and empower the students to seek help and/or support others on their mental health journey. Alexandra Labarr will share her lived experiences of struggling with mental health following the loss of both parents at a young age. In addition, she plans to donate six of her books (two books per event) to students. The tentative time frame for this vendor to deliver the workshops in late Aug or early September. These workshops will be included in the Welcome Back events to get our general student body ready for a successful academic school year. This workshop will enhance the students' overall mental health.

These workshops, which are funded by the Suicide Prevention Grant, are a required deliverable of the grant. These workshops also meet the needs of students who are reporting high levels of anxiety, stress, and feeling very overwhelmed by their courses and college lives (CCCSE, 2023, Mental health Assessment). Furthermore, reports from Henderson Behavioral Services (students' mental health counseling provider for the College) state that the top three issues facing our students are anxiety, depression and self-esteem/personal growth. Also, students have reported in the past that mental health was one of top three obstacles to their academic success (Student Climate Survey, 2020). In response to what the students would like to see from the College in terms of useful mental health support, students reported they wanted the College to offer mental health workshops (Mental Health Assessment, 2023).

**What procurement process or bid waiver was used and why?** Small purchase for Category One (\$0.00 - \$10,000) per College Procedure A6Hx2-6.34 was used, where there are no formal or informal competitive requirements for goods and services acquired by the College at this dollar threshold. One quote was obtained by the requesting department to identify the best value for the required commodity or service.

**Is this a budgeted expenditure from the budget established at the last June Board of Trustees meeting?** This expense is fully funded by the Garrett Lee Smith Campus Suicide Prevention Grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Department of Health and Human Services.

**What fund, cost center and line item(s) were used?** FD200, CC0352, GLC: 64500:Other Services

**Has Broward College used this vendor before for these products or services?** No.

**Was the product or service acceptable in the past?** Not Applicable.

**Was there a return on investment anticipated when entering this contract?** We anticipate it will meet our expectation on our anticipated return on investment.

**Was that return on investment not met, met, or exceeded and how?** Not applicable.

**Does this directly or indirectly feed one of the Social Enterprise tactics and how?** This will indirectly feed to student development and engagement by a customized learning experience to bring awareness to our students to reach out for assistance with mental health awareness and suicide prevention.

**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: \$1500.00 work tags-GR001095: BU010-CC0352-FD200-PG000369

03/26/24

CC0352 · Student Services

(\$1,500.00)

**Janice Stubbs**

Janice Stubbs, Vice President of Student Services




















4/10/2024

APPROVAL PATH: 11852 Xandra Marketing LLC - Alexandra Labarr - Dream Big Workshops

 **Workflow**

 Edit View

 Add Work Item

Stage	Reviewer	Description	Due Date	Status	
1	Janice Stubbs	Vice President Review		 Completed	
2	Natalia Triana-Aristizabal	Contracts Coordinator		 Completed	
3	Zaida Riollano	Procurement Approval		 Completed	
4	Rabia Azhar	CFO Review		 Completed	
4	Christine Sims	Budget Departmental Review		 Completed	
4	<b>Legal Services Review Group</b>	Review and Approval for Form and		 Completed	
5	Board Clerk	Agenda Preparation		 Completed	
6	District Board of Trustees	Meeting	08/20/24 08:30 AM	 Pending	
7	<b>Electronic Signature(s)</b>	Signatures obtained via DocuSig 		 Pending	
8	Natalia Triana-Aristizabal	Contracts Coordinator		 Pending	

# INVOICE

**Xandra Marketing LLC**  
10247 nw 53rd ct  
Coral springs, FL 33076

alex@xandramarketing.com  
+1 (954) 802-1398



## Broward College

### Bill to

Broward College  
1000 E Coconut Creek Pkwy  
Coconut Creek, FL 33066

### Ship to

Broward College  
1000 E Coconut Creek Pkwy  
Coconut Creek, FL 33066

### Invoice details

Invoice no.: 1558  
Terms: Due on receipt  
Invoice date: 01/31/2024  
Due date: 01/31/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.	03/01/2024	<b>Speaking Workshop</b> see proposal - Three Total workshops		3	\$500.00	\$1,500.00

**Total** **\$1,500.00**

### Ways to pay



Thank you for your business! I take credit cards, ACH payments, Zelle (954-802-1398) and checks can be sent to: 10247 NW 53rd ct Coral Springs, FL 33076

Pay invoice

# **Dream Big, Set Goals, and Take Action Mental Health & Suicide Prevention**

Alexandra Silva Labarr

## **OUTLINE:**

### **Slide 1: Title**

- Title: Dream Big, Set Goals, and Take Action
- Subtitle: Promoting Mental Health & Suicide Prevention

### **Slide 2: Introduction**

- Introduce the topic and its importance.
- Provide an overview of what the presentation will cover.

### **Slide 3: Understanding Mental Health**

- Define mental health.
- Discuss the significance of good mental health.

### **Slide 4: Mental Health Challenges**

- Present common mental health challenges people face.
- Highlight the prevalence of suicide.

### **Slide 5: Stigma and Barriers**

- Explain the stigma associated with mental health issues.
- Discuss barriers to seek help.

### **Slide 6: Dreaming Big**

- Encourage setting ambitious life goals.

- Share inspirational stories of individuals who achieved their dreams despite mental health struggles.

### **Slide 7: Setting SMART Goals**

- Explain the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Time-Bound).
- Provide examples related to mental health improvement.

### **Slide 8: Goal Setting for Mental Health**

- Show how setting goals can be applied to mental health.
- Share strategies for setting mental health-related goals.

### **Slide 9: Taking Action**

- Emphasize the importance of taking concrete steps towards mental health improvement.
- Discuss therapy, self-care, and other actionable steps.

### **Slide 10: Suicide Prevention**

- Explain the importance of suicide prevention.
- Share statistics and warning signs.

### **Slide 11: Support Systems**

- Discuss the role of friends, family, and communities in mental health support.
- Provide resources for seeking help.

### **Slide 12: Removing Stigma**

- Offer ways to combat mental health stigma.
- Share success stories of anti-stigma campaigns.

### **Slide 13: Conclusion**

- Summarize key points.
- Reiterate the importance of dreaming big, setting goals, and taking action for mental health and suicide prevention.

### **Slide 14: Q&A**

- Open the floor for questions and discussions.

### **Slide 15: Resources**

- Provide a list of mental health resources, hotlines, and websites.

### **Slide 16: Contact Information**

- Share contact information for any follow-up questions or discussions.

## ROI:

The objectives we will achieve with this presentation is to enhance the student's engagement and providing valuable tools for success.

What Makes Us Great exercise – Self-evaluation test.

- Each student will have the opportunity to answer 10 questions to reflect on strengths and weaknesses.

The "What Makes Us Great" exercise is a unique opportunity for each student to engage in self-reflection and gain a deeper understanding of their own capabilities. This exercise encourages students to explore their strengths and weaknesses, fostering personal growth and self-awareness.

Instructions:

1. Identify Your Strengths:

- Begin by considering the areas in which you excel.

Think about your skills, talents, and qualities that set you apart.

2. Acknowledge Your Weaknesses:



- Next, be honest with yourself about areas where you may need improvement. Recognizing weaknesses is the first step toward personal growth.

### 3. Reflect on Experiences:

- Recall past experiences, both positive and challenging, that have contributed to your personal development. How have these experiences shaped you?

### 4. Set Goals for Improvement:

- Based on your reflections, set realistic goals for self-improvement. What steps can you take to enhance your strengths and address your weaknesses?

### 5. Share and Discuss:

- Optionally, you can share your insights with peers or in a group setting. Engaging in discussions can provide valuable perspectives and support.

By participating in the "What Makes Us Great" exercise, students will not only gain a better understanding of themselves but also develop the motivation and direction needed to make positive changes. This exercise is a powerful tool for personal development and can empower students to strive for greatness in both their academic and personal lives.

## **Takeaways**

1. Self-Reflection: The exercise encourages students to engage in self-reflection, allowing them to gain a deeper understanding of themselves.

2. Identification of Strengths: Students learn to recognize and celebrate their strengths, talents, and positive qualities.

3. Awareness of Weaknesses: Acknowledging weaknesses is an essential step towards personal growth, and this exercise helps students confront areas that need improvement.

4. Personal Growth: By reflecting on past experiences and setting goals for improvement, students are empowered to work on their weaknesses and enhance their strengths.

5. Motivation: The exercise serves as a source of motivation, inspiring students to strive for personal and academic excellence.

6. Direction: Setting goals for self-improvement provides students with a clear sense of direction and purpose in their academic and personal lives.

7. Peer Engagement: Sharing insights with peers or in group discussions can lead to valuable perspectives and support, fostering a sense of community and collaboration.

Overall, the "What Makes Us Great" exercise is a powerful tool for personal development and can have a lasting impact on students by helping them recognize their potential and work towards their goals.

## **Book Giveaway:**

- Giving away four books as incentives or rewards.
- Explain how the book can benefit the students and contribute to their personal and academic growth.
- Follow me on social media as I have an inspiring Instagram with tips on how to stay motivated.

## **Expected Outcome:**

"At the conclusion of this presentation, it is our hope that you will leave with a heightened awareness and a sense of purpose regarding mental health and suicide prevention. We aim for the following outcomes:

1. **Increased Awareness:** You will have a deeper understanding of the importance of mental health and the prevalence of suicide, recognizing the need to openly address these issues.
2. **Reduced Stigma:** We aspire to reduce the stigma surrounding mental health by encouraging open and compassionate conversations within your community and beyond.
3. **Empowered Action:** You will be equipped with practical strategies for setting and achieving mental health-related goals, and you'll feel empowered to support others on their mental health journeys.

4. Recognition of Warning Signs: You will be able to recognize warning signs of individuals in crisis and take appropriate steps to offer help and support.

5. Access to Resources: We provide you with a comprehensive list of mental health resources, helplines, and websites, ensuring you have the tools to seek help or assist others.

6. Commitment to Suicide Prevention: We hope to inspire a commitment to suicide prevention efforts, encouraging you to actively engage in awareness initiatives and support networks.

7. Lives Saved: Ultimately, our ultimate goal is to contribute to saving lives by breaking down the barriers that prevent individuals from seeking help and fostering a more compassionate, understanding, and stigma-free society.

We believe that by collectively working toward these outcomes, we can make a meaningful impact on the lives of individuals struggling with mental health challenges and those affected by the tragedy of suicide. Together, we can create a world where mental health is a priority, and every individual feels valued, supported, and hopeful."

This expected outcome statement reflects the positive changes and increased awareness I hope to foster among the students after your presentation.

**BROWARD COLLEGE  
FEDERALLY FUNDED PROJECTS ADDENDUM**

All contracts or purchase orders made or entered into by Broward College, which is paid in whole or in part with funds obtained from the Federal Government or borrowed on the credit of the Federal Government pursuant to a grant, contract, loan, insurance or guarantee, or undertaken pursuant to any Federal program involving such grant, contract, loan, insurance, or guarantee, are required to contain the following terms and conditions. Accordingly, Broward College and Vendor hereby agrees to incorporate this Federally Funded Projects Addendum into the agreement between Broward College and Vendor.

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**REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS  
APPENDIX II TO 2 CFR PART 200**

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**NON-CONSTRUCTION CONTRACT OR PURCHASE ORDER**

- A. Contracts for more than the simplified acquisition threshold currently set at \$250,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.** Pursuant to Federal Rule (A) above, when the College expends federal funds, the College reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.
- B. Equal Employment Opportunity** – Vendor shall comply with E.O. 11246, "Equal Employment Opportunity," as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor." Vendor agrees to abide by the provisions of the following related to equal employment opportunity, to the extent applicable, which are incorporated herein by reference: 41 C.F.R. §§ 60-1.4, 60-300.5(a), 60-741.5(a), 61-300.10, Executive Orders 11246 and 13465, and Appendix A to Subpart A of Executive Order 13496. As applicable, **Vendor shall abide by the requirements of 41 CFR § 60-741.5. This regulation prohibits discrimination against qualified individuals on the basis of disability, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified individuals with disabilities. Vendor shall abide by the requirements of 41 CFR § 60-300.5(a). This regulation prohibits discrimination against qualified protected veterans and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans.**
- C. Rights to Inventions Made Under a Contract or Agreement** – If the purchase order includes the performance of experimental, developmental, or research work, Vendor shall provide for the rights of the Federal Government and the College in any resulting invention in accordance with 37 CFR part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.
- D. Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended** – If the Purchase Order amount exceeds \$100,000, Vendor shall comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).
- E. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)** – If the Purchase Order amount is for \$100,000 or more, Vendor (and, if required, any sub-contractors) shall file the certifications required by this law and related regulations, certifying that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Vendor (and, if required, any sub-contractors) shall disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.
- F. Debarment and Suspension (E.O.s 12549 and 12689)** – Vendor represents and warrants that neither it (nor any other person or entity affiliated with Vendor and for whom the standing under these laws is imputed to Vendor) is listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Non- procurement 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. If the purchase order amount exceeds the small purchase threshold (currently, \$100,000), the Vendor shall provide the College with the required certification regarding its exclusion status and that of its principal employees.
- G. Records Access** – (Contracts in excess of \$100,000). College, the Federal awarding agency, the Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers and records of the Vendor which are directly pertinent to a specific program for the purpose of making audits, examinations, excerpts and transcriptions.
- H. Energy Policy and Conservation** – Vendor will comply with the Energy Policy and Conservation Act (P.L. 94-163; 42 U.S.C. 6201-6422), and the provisions of the state Energy Conservation Plan adopted pursuant thereto.
- I. Procurement of Recovered Materials** – Vendor will comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the provisions of the state Energy Conservation Plan adopted pursuant thereto.
- J. Waste Disposal Act** – Vendor shall comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in

**BROWARD COLLEGE  
FEDERALLY FUNDED PROJECTS ADDENDUM**

guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired by the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

- K. Buy America Provisions** – The College has a preference for domestic end products for supplies acquired for use in the United States when spending federal funds (purchases that are made with non-federal funds or grants are excluded from the Buy America Act).
- L. Records Retention Requirements** - When federal funds are expended by the College for any contract resulting from this procurement process, Vendor certifies that it will comply with the record retention requirements detailed in 2 CFR § 200.333. Vendor further certifies that it will retain all records as required by 2 CFR § 200.333 for a period of three years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

**CONSTRUCTION AND/OR REPAIR (IF APPLICABLE):**

In addition to the above provisions, the following provisions shall apply in relation to contracts or purchase orders for construction or repair:

- M. Copeland "Anti-Kickback" Act (18 U.S.C. 874 and 40 U.S.C. 276c)** – (Applies to contracts or purchase orders in excess of \$2000 for construction or repair). Vendor shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874), as supplemented by Department of Labor regulations (29 CFR part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that Vendor is prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he is otherwise entitled.
- N. Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7) (projects in excess of \$2,000.00)** – If required by the Federal program legislation, Vendor covenants and agrees that all laborers and mechanics employed by Vendor and its subcontractors on this project will be paid in compliance with the Davis-Bacon Act (40 U.S.C. 276a to a-7) and as supplemented by Department of Labor regulations (29 CFR part 5, "Labor Standards Provisions Applicable to Contracts Governing Federally Financed and Assisted Construction"). Under this Act, Vendor is 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, Vendor is required to pay wages not less than once a week.
- O. Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333)** – (Applies to purchase orders in excess of \$2000 for construction projects and purchase orders in excess of \$2500 for other contracts that involve the employment of mechanics or laborers). Vendor shall comply with Sections 102 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), as supplemented by Department of Labor regulations (29 CFR part 5). Under Section 102 of the Act, Vendor shall be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than 1 ½ times the basic rate of pay for all hours worked in excess of 40 hours in the work week. Section 107 of the Act is applicable to construction work and provides that no laborer or mechanic shall be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

**IN THE EVENT OF VENDOR'S NONCOMPLIANCE WITH THE NONDISCRIMINATION CLAUSES OF THIS CONTRACT OR WITH ANY OF THE SAID RULES, REGULATIONS, OR ORDERS, THE CONTRACT/PURCHASE ORDER MAY BE CANCELED, TERMINATED, OR SUSPENDED BY BROWARD COLLEGE IN WHOLE OR IN PART.**

Vendor's Name: Alexandra Labarr

Address, City, State, and Zip Code: 10247 Nw 53rd Ct, Coral Springs FL 33076

Phone Number: (954) 8021398

Printed Name and Title of Authorized Representative: Alexandra Labarr

Email Address: alex@vandramarketing.com

Signature of Authorized Representative: \_\_\_\_\_  


Date: 4/18/2024