

AGREEMENT NO. 2007-2008-CR-2332 (RATE)

BETWEEN

WORKFORCE ONE

AND

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

THIS IS A SUBRECIPIENT AGREEMENT

AGREEMENT NO.2007-2008-CR-2332-RATE)

THIS AGREEMENT, entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2007, by and between WorkForce One the administrative and fiscal entity for the WorkForce One Council of Elected Officials a consortium of the Cities of Fort Lauderdale and Hollywood and Broward County, existing under and by virtue of the laws of the state of Florida as an Inter-local Governmental Agency, and the Broward Workforce Development Board, Inc. a not for profit corporation each with their principle office at 3800 Inverrary Boulevard, Lauderhill, FL 33319, AND THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA a body politic, hereinafter known as Contractor, existing under and by virtue of the laws of the State of Florida as a non-profit entity, having its principal office at having its principal office at 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301 to begin on July 1, 2007 and to terminate by June 30, 2008.

WITNESSETH THAT:

WHEREAS, WorkForce One has entered into an agreement with the Governor of the State of Florida for a grant for the implementation of workforce development programs, and

WHEREAS, the elected officials comprising WorkForce One and the officials of the State of Florida are desirous of providing workforce development services which will lead to maximum employment opportunities and enhance self-sufficiency; AND

WHEREAS, WorkForce One desires to engage the Contractor to serve WorkForce One as a sub-recipient by carrying out the below described activities;

NOW THEREFORE, in consideration of the premises and the mutual covenants and obligations herein contained, and subject to the terms and conditions hereinafter stated, the parties hereto understand and agree as follows:



## ARTICLE 1

### AGREEMENT PURPOSE

#### 1.1 Purpose

It is the purpose of this Agreement to state the covenants and conditions under which the Contractor will implement and provide workforce development services, as shall be described herein, to be funded under the guidelines of the Workforce Investment Act of 1998 and the regulations promulgated there under and under the contracting powers of WorkForce One.

## ARTICLE 2

In addition to the definitions set forth in the Workforce Investment Act of 1998 and the Regulations promulgated pursuant thereto the following definitions will be applicable to the program operated by the Contractor and to the terms and conditions of this Agreement and any Amendments hereto.

#### 2.1 Academic Credit

Credit for education, training or work experience applicable toward a secondary school diploma, a post secondary degree, or an accredited certification of completion, consistent with applicable state law, regulations and policy, and the requirements of an accredited educational agency or institution.

#### 2.2 Act

The Workforce Investment Act of 1998.

#### 2.3 Adult

An individual aged 18 or older.

#### 2.4 Administrative Costs

All indirect and direct costs associated with the management of the program funded by this Agreement. They are costs, which do not directly and immediately benefit participants but are necessary for effective delivery of direct participant benefits. These costs are generally identified with supervision, management, fiscal and record keeping systems and are defined in accordance with 20 CFR 667.210.

## 2.5 Allowable Costs

Those costs which are necessary, reasonable and allowable under applicable Federal, state and local law, including the WIA regulations, for the proper administration and performance of the services to be provided under this agreement.

## 2.6 Amendment

A modification to this Agreement duly executed by the parties.

## 2.7 Apprenticeship Program

An officially authorized plan which sets forth the terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, including such matters as the requirements for a written apprenticeship agreement.

## 2.8 Assessment

The process whereby applicants are interviewed to determine applicant's employability, motivation, aptitude, abilities and interests in order to develop an individual service strategy for the attainment of the participant's career goals. Testing and counseling are a part of the assessment process. Additional assessment directly related to Contractor's program as described herein may also be provided to participants.

## 2.9 AWI

The Agency For Workforce Innovation

## 2.10 Audit

A systematic review by a CPA or other duly certified and licensed Individual or organization to determine and report whether Contractor's financial operations are being properly conducted, financial reports are being presented fairly and applicable laws and regulations are being complied with. All contractors including commercial organizations pursuant to 20 CFR 200(b)(2)(ii) must submit an audit of the program funded under this agreement as is further delineated herein. For purposes of this Agreement an Audit shall mean an OMB Circular A-133 Audit.

## 2.11 Barriers to Employment

Characteristics which hinder an individual's ability to participate in the labor market.

For youth those barriers may include:

- (a) Individuals who are school dropouts.
- (b) Individuals who are basic skills deficient as defined below
- (c) Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individuals.
- (d) Individuals who are pregnant or parenting.
- (e) Individuals with disabilities, including learning disabilities.
- (f) Individuals who are homeless or runaway youth.
- (g) Individuals who are offenders.
- (h) Other eligible youth who face serious barriers to employment as identified by the BWDB

## 2.12 Basic Skills Deficient

An individual whose English reading, writing, or computing skills are at or below the 8,9 grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

## 2.13 WorkForce One

WorkForce One now doing business as WorkForce One.

## 2.14 BWDB

The Broward Workforce Development Board

## 2.15 Case Management

Refers to the provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, and to provide job and career counseling during program participation and after job placement.

## 2.16 Certificate

A certificate awarded in recognition of an individual's attainment of technical or occupational skills by (1) A state educational agency or a state agency responsible for administering vocational and technical education within a state. (2) An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs. (3) A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities. (4) A registered apprenticeship program (5) A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector). (6) A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons and (8) Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes. Certificates awarded by workforce investment boards or their providers are not included in this definition. Work readiness certificates for employability skills training, success seminars or similar training are also not included in this definition.

## 2.17 Classroom Training

Any training conducted in an institutional setting designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs including the upgrading of basic skills or the delivery of work readiness skills.

2.18 CFR

The Code of Federal Regulations. The WIA regulations can be found at 20 CFR part 652 et al.

2.19 Commercial Organization

A Private for profit entity.

2.20 Contractor

The School Board of Broward County, Florida a Body Politic.

2.21 Cost Allocation Plan

A plan, which identifies and distributes the cost of services provided by support staff and/or departments or functions. It is the means to substantiate and support how the costs of a program are charged to a particular cost category.

2.22 Cost Reimbursement Contract

This is a contract format, which provides for the reimbursement of all allowable costs, which have been identified and approved in the contract budget. It requires that the contractor maintain the documentation necessary to support the cost. This contract is a cost reimbursement contract.

2.23 Credential

A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. Only applicable to the WIA statutory measures.

## 2.24 Demand Occupation

This is an occupational area, which has been designated and published by the State as in high demand in the Broward County labor market area.

## 2.25 Dislocated Worker

This is an individual who:

(A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment

(ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or

(II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 134(c), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and

(iii) is unlikely to return to a previous industry or occupation;

(B)(i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;

(ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or

(iii) for purposes of eligibility to receive services other than training services described in section 134(d)(4), intensive services described in section 134(d)(3), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;

(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or

(D) is a displaced homemaker as defined in the WIA.

2.26 DOL

The United States Department of Labor.

2.27 D.O.T. Codes

The nine digit Dictionary of Occupational Titles code for a job or occupational title. It is available at the WorkForce One offices or the public library.

2.28 Economically Disadvantaged

One of the criteria defined in the WIA for prioritizing adults for intensive services and training and the requirements applicable in determining that a youth is eligible to participate in WIA.

2.29 Eligible or Eligibility

Refers to an individual's status in relation to their ability to participate in a WIA funded program.

2.30 Externship

The placement of participants in a training related position by the Contractor at a location or facility operated by an organization other than the Contractor's organization. The Contractor shall remain responsible for supervision, work assignments and maintenance of attendance records for participants.

2.31 Governor

The Chief Executive Officer of the State of Florida.

2.32 Individual Service Strategy (ISS)

An individual plan for a participant which includes an employment goal, achievement objectives, and the appropriate combination of services determined during the individual's objective assessment. The ISS includes the training and employability development plans for a participant.

2.33 Individual Training Account

ITA. An amount set aside to pay for an individual to be able to attend skills training classes.

2.34 Industry Based Training

Also referred to as customized training. Training that is designed to meet the special requirements of an employer or a group of employers that is conducted with a commitment by the employer to employ an individual on successful completion of the training; and for which the employer pays for not less than 50 percent of the cost of the training.

2.35 In School Youth

An individual who is in secondary school and is between the ages of 14 - 21.

2.36 Occupational Training

Training defined by using the first three digits of the Dictionary of Occupational Titles (DOT) code for the occupation for which participant is being trained or a five-digit code as defined by the OES.

2.37 Offender

An adult or juvenile who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

2.38 OJT

On the Job Training. All OJT is subject to the WorkForce One policies governing OJT.

2.39 On Site Training

Training at a Contractor work site in which the participant receives structured supervision in the learning of new skills and job related information.



#### 2.40 Out of School Youth

An individual eligible for WIA services, 14 or older who has not yet reached their 22nd birthday and who is a high school drop out or has a high school credential but is basic skills deficient, unemployed or underemployed in accordance with the WIA definition for under employed. Youth enrolled in alternative education programs at the time of registration are considered in school youth.

#### 2.41 Participant

An individual who has been determined eligible for receipt of WIA services and is registered in the program.

#### 2.42 PELL Grant

Federal education grants targeted to assist low-income individuals. Agencies which are PELL eligible must coordinate PELL assistance with WIA funds awarded. PELL funds must be used before applying for WIA assisted training.

#### 2.43 Post Secondary Institution

An institution as defined in the Higher Education Act of 1965.

#### 2.44 Pre Test and Post Test

Written evaluative instruments which measure a participant's skill level at entry into and at completion of training.

#### 2.45 Profit

An amount in excess of the cost necessary to operate a program. Profit is allowable under a cost reimbursement agreement to the extent it is reasonable as determined during contract negotiations. It includes that amount which is associated with proprietary materials included in the cost of the program. Profit may be allocated among the cost categories. Profit may only be earned by private for profit organizations.

#### 2.46 Program

The activities and services to be provided by Contractor under and pursuant to this Agreement.

#### 2.47 Program Costs

Personnel and non-personnel costs related to the provision of services to participants under a WIA funded contract. Costs include the salaries, fringe benefits, equipment, supplies, space staff training, transportation and other related costs of personnel providing training, component supervisors, coordinators, clerical staff working on direct training activities or functions, instructional materials and equipment used by or for participants, classroom training space, utility costs, insurance commercially available training packages, tuition and OJT reimbursements.

#### 2.48 Program Year

The program year is July 1, to June 30.

#### 2.49 Program Income

Interest earned on any advances under this agreement or income generated by a contract funded by WIA as a result of the use or fees charged for the rental of real or personal property, or fees for services performed or conferences, or the sale of commodities or items developed with contract funds, or from the participants' activities under the contract except for OJT or revenue in excess of costs earned by organizations other than commercial organizations.

#### 2.50 Register

The process for collecting information to determine an individual's eligibility for services under WIA Title I.

#### 2.51 School Drop Out

An individual no longer attending school and who has not received a secondary school diploma or a GED.

#### 2.52 Service Provider

Also referred to as the provider or contractor.

#### 2.53 Slot

A training or employment position which one or several participants may occupy at different times within the same contract period.

#### 2.54 Stand In Costs

Costs paid from non-federal sources, which may be used to stand in for a disallowed cost as a result of a monitoring report or audit. These must be reported as uncharged program costs under a contract awarded and must have been allowable under the WIA. They are subject to verification through audit and must be reported in order to be considered. In order to use in kind costs to stand in for a disallowed cost, State of Florida and U.S. DOL approval must be obtained.

#### 2.55 Support

Personnel and non personnel costs for services such as transportation, child care, dependent care, housing, and needs-related payments related to the provision of support services to participants necessary for the participant to take part in a WIA funded activity.

#### 2.56 Title

Refers to various sections of the WIA. Title I refers to adult, dislocated worker and youth programs.

#### 2.57 Training Related Occupation

Employment in an unsubsidized position which is directly related to the training received.

#### 2.58 Tuition

Charges for education provided by an institution of higher education as defined by the Higher Education Act of 1965 section 1201(a), or a proprietary institution of higher education, as defined by the Higher Education Act of 1965 section 481(b), that are not more than the charges for such training made available to the general public.

#### 2.59 WIA

The Workforce Investment Act of 1998, also referred to as the Act. Whenever the terms Workforce Investment Act, WIA, or Act appear in the text of this agreement they refer to the Workforce Investment Act of 1998 and the regulations promulgated thereunder.

#### 2.60 Work Activity Plan

A plan which details when specific elements of performance will be achieved by the contractor and/or attained by a participant during training.

The work activity plan is an integral part of the contract budget and non-compliance with negotiated time frames and performance levels may result in deobligation of contracted funds.

2.61 Work Experience

A short term or part time work assignment at a for-profit or a private not for profit or governmental entity in order to provide a participant with good work habits and basic work requirement skills. The Participant's ISS should identify the length of time which should be justified by the hours needed to provide the training. The work experience must be contextual to the training.

2.62 Youth

Youth is an individual who is at least 14 and not yet 22 years old and who meets the WIA eligibility requirements.

END OF ARTICLE 2

## ARTICLE 3

### FISCAL MANAGEMENT

#### 3.1 General Terms

##### 3.1.1 Funding Independent from Consortium Members

It is agreed that all funds contracted for herein are funds granted to WorkForce One from the State of Florida under the Workforce Investment Act of 1998 and are not from funding sources of any member of the WorkForce One Consortium of Elected Officials.

##### 3.1.2 Compliance with WIA

The Contractor agrees to implement this Agreement in accordance with the Workforce Investment Act of 1998, and applicable federal, state and local laws regulations, policies and procedures. Contractor understands that nothing in this agreement will relieve Contractor from adherence to applicable federal, state and local laws and regulations. Any conflict or inconsistency between the above and this Agreement will be resolved in favor of those laws, regulations policies and procedures.

Contractor understands that nothing in this agreement will relieve Contractor from adherence to applicable federal, state and local laws and regulations. Allowability and allocation of costs to the cost categories shall be governed by WIA, the Federal Office of Management and Budget Circulars, federal regulations governing WIA, the State Agency for Workforce Innovations, WorkForce One policies, and the budget attached to this Amendment as Exhibit C. Any conflict or inconsistency between the above and this Agreement will be resolved in favor of those laws, regulations policies and procedures, however, this section shall be construed to allow for WorkForce One to impose restrictions more limiting than those required by said laws, regulations, policies and regulations.

#### 3.2 Compensation

##### 3.2.1 Total Compensation

The total funds allocated for the program to be operated under this Agreement for the period of July 1, 2007 – June 30, 2008 shall be Four Hundred Seventy Three Thousand One Hundred and Sixty

Three Dollars (\$473,163.00) Funds shall be spent in accordance with the attached budget.

### 3.2.2 Payments Limited to the Program and Cost Reimbursement Budget.

Funds will be made available to the Contractor by WorkForce One on a reimbursable basis for allowable costs as defined by federal, state and local laws and guidelines and in accordance with the line item budget limitations within each cost category of the budget attached hereto as **Exhibit C**. Funds awarded under this agreement or an Amendment to this agreement shall also be limited to:

- (a) The operation of the program described and in accordance with the terms and conditions set forth herein; and
- (b) The period for performance as stipulated in the introductory clause of this agreement or as it may be amended.
- (c) The terms and conditions of this AGREEMENT, including the supporting detail and positions approved in the budget attached to this agreement as Exhibit C. The detail for line items not described in Exhibit C will not be subject to reimbursement, this includes but is not limited to the specific costs related to supplies, materials, printing, equipment, increases or changes to staffing, wages and/or fringe benefits, bonuses, incentive payments, mileage in excess of the WorkForce One mileage reimbursement policy.

### 3.3 Fiscal Controls

#### 3.3.1 Maintenance of Fiscal Records In Accordance with GAAP

Contractor agrees to maintain their books and records in accordance with Generally Accepted Accounting Principles, (GAAP), and to institute fiscal controls as established by WorkForce One from time to time so as to be able to satisfactorily account for all monies spent in order to perform their obligations under this agreement.

#### 3.3.2 Segregation of Contract Funds

Contractor shall keep program funds segregated from other funds belonging to Contractor's organization by maintaining separate bank accounts and / or separate ledgers.

### 3.3.3 Prohibition against Advances

In no case shall Contractor be paid in advance of work performed or services rendered.

### 3.3.4 Contractor Responsible for Actions of Employees and Representatives

Contractor shall be responsible for the actions of its representatives, employees, and instructors with regard to all aspects of the Contractor's program including but not limited to program implementation, the certification and submission of time and attendance records, invoices, submission and verification of financial reports, and maintenance of records.

### 3.3.5 Access to Records Prior to Funding

Upon demand and/or within thirty (30) days prior to funding any program or service, Contractor shall allow WorkForce One to evaluate Contractor's fiscal and personnel systems in order to be assured of Contractor's capability to manage the program or project funded by this Agreement or any Amendment hereto.

## 3.4 Deobligation and Failure to Perform

### 3.4.1 Deobligation for Non-Performance

WorkForce One reserves the right to adjust the outflow of funds more or less than originally anticipated up to the total amount of funds allocated to Contractor. WorkForce One may deobligate or redistribute the funds under this Agreement or any Amendment hereto, to alternate Contractors to the extent that either the Contract is fully or partially terminated, the Contractor is not able to perform effectively, or Contractor's total program costs will not be expended in accordance with the amount of funds awarded under this agreement. Deobligation for failure to meet contract schedules for the delivery of services shall be governed by Contractor's adherence to the Work Activity schedule attached to this contract as **Exhibit A**.

### 3.4.2 Funds Limited to the Contract Program

Funds accrued or allocated to the Contractor under this Agreement or any Amendment to this Agreement cannot be used by the Contractor to support other programs operated by the Contractor under a different agreement or Amendment. Nor can the funds be carried over to a new contract or amendment without the express written permission of WorkForce One.

### 3.4.3 Agreement Contingent Upon WorkForce One's Receipt of Funds

Contractor agrees and understands that funds allocated to the Contractor under this agreement or any Amendment or Modification hereto are contingent upon WorkForce One's receipt of WIA funds. WorkForce One, therefore, reserves unto itself the right to unilaterally deobligate, modify or amend Contractor's budget in proportion to WorkForce One's funding level and at the sole discretion of WorkForce One or if necessary, to suspend or terminate this Agreement or any Amendment hereto instantaneously and as may be necessitated by WorkForce One's funding levels. Any deobligation, modification or amendment of the funds allocated in the Contractor's Agreement, or any Amendment hereto, shall be effective upon notification to the Contractor by WorkForce One. In such instances, costs will be reimbursed up to the date of cancellation only; thereafter neither WorkForce One nor Contractor shall have any obligation whatsoever to complete or otherwise continue the Program

## 3.5 Method of Payment

### 3.5.1 Invoicing

In order to receive payment Contractor shall submit an invoice to WorkForce by the twentieth day following the end of each month for which reimbursement is requested. Invoices are generally paid within 30 days of receipt. The invoice shall be for allowable costs as described in Contractor's budget and as governed by the WIA. The invoice must be accompanied by all documentation necessary to substantiate the expenses for which Contractor is seeking reimbursement, including but not limited to employee time sheets, copies of payroll records, participant attendance records and time sheets, participant payroll records, if applicable, participant case notes, participant progress reports and competency tests,



purchasing records, copies of leases and utility bills and any other documentation necessary to support a financial transaction for which contractor is seeking reimbursement. Invoices containing costs not supported by the proper documentation or items not detailed in Contractor's line item budget shall be paid minus the expenditures lacking the documentation or not included with the submission of the invoice. Invoices submitted more than sixty days following the termination of this contract shall be honored at WorkForce One's discretion and based upon the availability of funds for the program year for which Contractor is seeking reimbursement.

#### 3.5.2 Invoice Errors

If Contractor submits invoices containing mathematical errors, or which seek reimbursement for items not covered by the budget, or which are late, or which do not have the appropriate supporting documentation a written warning shall be sent to Contractor. If after training and a warning an invoice is submitted to WorkForce One for payment and the invoice contains mathematical errors, or seeks reimbursement for items not covered by the budget, or is are late, or does not have the appropriate supporting documentation Contractor will be fined two hundred and fifty dollars (\$250.00) which shall be deducted from the amount due Contractor under that invoice when the invoice is paid. If a third invoice is submitted within the program year covered by this agreement to WorkForce One for payment and the invoice contains mathematical errors, or seeks reimbursement for items not covered by the budget, or is are late, or does not have the appropriate supporting documentation Contractor will be fined five hundred dollars (\$500.00) which shall be deducted from the amount due Contractor under that invoice when the invoice is paid. Subsequent invoices containing the errors described herein or which are late and which are submitted for payment during the program year covered by this Amendment shall result in a deduction from the amount due contractor of one thousand dollars (\$1,000.00) for each invoice.

#### 3.5.4 Changes to the Budget

Any change to the budget requires the submission in writing by the Contractor and approval by WorkForce One of a Contract Amendment Request except as provided in Article 6 Special Obligations.

### 3.5.3 Reimbursement of Purchases

In the case of a request for reimbursement of expended costs incurred in the acquisition or leasing of capital and expendable equipment as approved by WorkForce One, Contractor shall be required to comply with Article 3, Section 3.7, Property Management, of this Agreement. All capital expenditures must be approved by WorkForce One in advance and shall be subject to the governing OMB Circular. Funds under this agreement may not be used for the purchase in whole or in part of real property.

### 3.5.5 Credits

In the event Contractor requests a reimbursement for a security deposit on leased equipment or space or other good or service, which payment will be reimbursed to Contractor at a later date or makes a payment in advance for a good or service for which a credit is later due Contractor, or receives a credit or discount for an over payment or an aggregated volume purchase or any other discount or reduction in cost, Contractor shall report such credit, discount or return of overpayment to WorkForce One and shall be responsible for returning the funds to WorkForce One. WorkForce One reserves the right to deduct such credits, discounts or return payments due or paid to Contractor, from any outstanding invoice under this agreement or any agreement in force between WorkForce One and the Contractor at the time of identification of the credit, returned payment, discount or other financial benefit made available to Contractor as a result of funds made available to Contractor under this agreement. WorkForce One's right to such credits, discounts or return payments are in addition to any other rights or remedies accruing to WorkForce One under this Agreement and shall survive the termination of this Agreement.

### 3.5.6 Changes to the Budget

Any change to the budget requires the submission in writing by the Contractor and approval by WorkForce One of a Contract Amendment Request.

### 3.5.7 Release of Claims Upon Final Payment

The Contractor, upon final payment of amounts due under this contract, less any credits, refunds, or rebates due to WorkForce

One, hereby releases and discharges WorkForce One from any financial claims arising from this contract.

### 3.6 Payment Adjustments/Suspensions

#### 3.6.1 Reimbursement of Non Budgeted and Unallowable Costs

WorkForce One shall not reimburse or pay any expenditures, costs, or payments for goods and/or services to Contractor which are found to be unallowable, or which are found to be inconsistent with the last approved budget; provided, however, that said budget may be revised for more efficient and effective use of monies available under the Agreement upon written request by the Contractor to WorkForce One and written approval thereof by WorkForce One in advance of the expenditure.

#### 3.6.2 Amount Withheld for Performance

Withholds for performance shall be based on actual contract expenditures and shall be withheld in accordance with the amounts, terms and conditions as described in Article 7, The Work Statement of this agreement.

### 3.7 Property Management

#### 3.7.1 Property Use Limited to the Program

Property leased or purchased with WIA funds, including personal or real property, shall only be used in implementing the WorkForce One programs funded by this Agreement or any Amendment hereto. Title to the property shall vest with the State of Florida and/or WorkForce One and the property shall be returned to WorkForce One upon termination of this Agreement.

#### 3.7.2 Contractor Procurement Requirements

Contractor agrees to adhere to the following procurement procedures when obtaining any and all goods and services, contractual services, including but not limited to, office supplies, training supplies, equipment, rental agreements, Insurance, construction, maintenance, professional and consultant services, and needed to carry out the terms of this Agreement.

- a. Procurements with an aggregate cost of twenty five hundred dollars or less, (\$2,500.00) may be considered a small business purchase and shall not require any formal procurement. If

Contractor does request quotes Contractor shall keep a record of the entities contacted for the purpose of securing any quotes and shall record the quotes received. Contractor shall submit such documentation when seeking reimbursement for this expenditure and shall maintain a record of the procurement and the receipt and payment of the goods or services.

- b. For procurements with an aggregate cost of twenty-five hundred dollars (\$2,501.00) up to five thousand (\$5,000), Contractor shall secure two (2) written or telephone quotes, and shall purchase the item(s) based upon the lowest responsive bid received. Contractor shall submit a copy of the written quotes or their notes of the telephone quotes as documentation when seeking reimbursement for this expenditure and shall maintain a record of the procurement and the receipt and payment of the goods or services.
- c. For procurements with an aggregate cost of five thousand dollars (\$5,001.00) up to fifteen thousand (\$15,000), Contractor shall secure two (2) written quotes, and shall purchase the item(s) based upon the lowest responsive bid received. Contractor shall submit a copy of the written quotes as documentation when seeking reimbursement for this expenditure and shall maintain a record of the procurement and the receipt and payment of the goods or services
- d. For procurements with an aggregate cost of fifteen thousand dollars (\$15,001.00) up to twenty-five thousand (\$25,000), Contractor shall secure three (3) written quotes and shall purchase the item(s) based upon the lowest responsive bid received. Contractor shall submit a copy of the written quotes as documentation when seeking reimbursement for this expenditure and shall maintain a record of the procurement and the receipt and payment of the goods or services.
- e. For procurements with an aggregate cost of twenty-five thousand and one dollars (\$25,001.00), or more Contractor shall publicly advertise and competitively procure such items, and shall purchase the item(s) based upon the lowest responsive bid received. Contractor shall submit a copy of the advertised notice seeking bids and a copy of all bids received when seeking reimbursement for this expenditure and shall maintain a record of the procurement and the receipt and payment of the goods or services.

- f. Contractor shall secure WorkForce One's written approval for the purchase of items not included in Contractor's budget.
- g. Contractor shall avoid all conflicts of interest either real or perceived in the procurement of goods and services with contract funds and in the execution of their obligations under this agreement.

#### 3.7.3 Title to Property Purchased With Contract Funds

Any non expendable items including computer software purchased by the Contractor with funds provided for by this Agreement or any Amendment hereto, shall become the property of the state of Florida or WorkForce One as appropriate.

#### 3.7.4 Contractor Use of Alternative Procurement System

If Contractor has developed a purchasing system, which it wishes to utilize in place of the system outlined in Article 3 Section 3.7.2, Contractor shall submit a copy of its Purchasing Procedures to the WorkForce One President / CEO and shall request a formal waiver of the purchasing system described herein. The request will be reviewed and a formal reply by the President/CEO approving or disapproving the procedures will be issued within thirty (30) days following receipt of the request. Approval will be granted so long as Contractor's purchasing requirements meet the minimum standards established by the State of Florida for programs operated under the WIA.

#### 3.7.5 Contractor's Failure to Produce Records

Contractor expressly agrees that it shall reimburse WorkForce One for any funds expended under this Agreement or Amendment hereto when the Contractor does not or cannot produce the documents required to demonstrate that the procurement requirements of this section have been followed.

#### 3.7.6 Inventory Tags

Upon receipt by WorkForce One of Contractor's invoice, WorkForce One shall provide Contractor with inventory tag numbers for property purchased with funds granted to Contractor under this Agreement which tags Contractor shall attach to the property.

### 3.7.7 Insurance Coverage for Property

Contractor shall provide insurance coverage for all property purchased with WorkForce One funds in the event of loss or damage and shall list WorkForce One as the named insured with regard to such property.

- a. Any loss, theft, or damage to WorkForce One/State property along with the property's inventory tag number shall be reported to WorkForce One and the local police department as soon as possible following discovery of the loss, theft, or damage, but in any case not later than thirty (30) days following the actual loss, theft, or damage.
- b. Any recovery made by Contractor following a report to Contractor's insurer of the loss, theft, or damage shall be reported to WorkForce One. WorkForce One will then inform Contractor as to whether or not it may use the funds to replace the property or whether the monies should be returned directly to WorkForce One.

### 3.7.8 Requirement to Provide a Physical Inventory

Thirty (30) days prior to the end of this Agreement, Contractor shall present WorkForce One with a physical inventory of all property purchased with WorkForce One funds during this Agreement period. The physical inventory shall contain a reference to the Contract under which funds were allocated for the purchase along with the WorkForce One inventory tag number.

### 3.7.9 Requirement to Return Property

Within thirty (30) days of the termination of this Agreement or any Amendment hereto under which the property was purchased, Contractor agrees to return to WorkForce One all property purchased with funds under this Agreement or any Amendment hereto except where Contractor and WorkForce One agree that Contractor may continue to utilize such property for another WIA or Workforce Investment Act of 1998 funded activity. Any such agreement must be in writing and signed by WorkForce One's President / CEO.

- a. Contractor shall inform WorkForce One in writing by entering a "Track-It" within twenty four (24) hours of the termination or resignation of any personnel whose salary is in whole or in part paid for under this agreement so that their access to the WorkForce One intranet can be terminated,
- b. Contractor shall ensure that any equipment issued which was purchased with funds provided by WorkForce One or any equipment placed on Contractor's site by WorkForce One is collected from a terminated employee prior to their departure.

### 3.8 Contract Closeout

- 3.8.1 The Contractor shall comply with all provisions of WorkForce One's Contract Closeout Procedures.
- 3.8.2 Closeout of the program funded under this Agreement upon termination of this Agreement shall be performed in accordance with the terms and conditions of WIA and State regulations and procedures. Except as expressly waived by WorkForce One, closeout shall be completed prior to final payment for services performed pursuant to this Agreement. Contractor shall provide WorkForce One such information and materials within such time periods as WorkForce One may require, necessary to complete closeout in accordance with applicable Federal and State regulations and procedures.

### 3.9 Duplicate Funding

#### 3.9.1 Prohibition Against Double Payments

Contractor costs or earnings claimed under this contract may not also be claimed under another contract or grant from another agency.

#### 3.9.2 Multiple Funding Sources

Contractor shall utilize a cost allocation methodology which assures that WorkForce One is paying only its fair share of costs for services, overhead, and staffing not solely devoted to the program funded by this agreement. The cost allocation plan and supportive documentation shall be included in the audit of Contractor's program.

END OF ARTICLE 3



## ARTICLE 4

### GENERAL CONDITIONS

#### 4.1 Request for Proposal Process

##### 4.1.1 Adherence to the Terms and Conditions of the RFP

Contractor understands and agrees to adhere to the standards and requirements established under WorkForce One's formal Request for Proposal Process and the Request for Proposal document, which is attached hereto as **Exhibit B** and incorporated by reference. To the extent that any terms or conditions conflict with the terms and conditions as stated in this agreement the language of the agreement shall control.

##### 4.1.2 Contractor Obligation to Provide Program Proposed

Contractor agrees to provide WorkForce One and participants referred to Contractor with the program and services described in Contractor's response to the WorkForce One Request for Proposals incorporated by reference and attached hereto as **Exhibit B** as negotiated. If there is a conflict between the program and services proposed and the program to be delivered as described in this agreement the language of this agreement shall control.

#### 4.2 Political Activity

##### 4.2.1 Application of the Hatch Act

None of the funds or services under this Agreement provided by the DOL, the Governor or WorkForce One to the Contractor shall be used for any partisan political activity or to further the election or the defeat of any candidates for public office within the constraints of the Hatch Act (5 USC section 1501) or the Federal Election Campaign Act, as amended (2 USC section 431).

##### 4.2.2 Partisan and Non Partisan Activities

No participant or employee whose salary is funded in whole or in part by this agreement may engage in partisan or nonpartisan political activities during the hours for which the participant or employee is paid with WIA funds.



#### 4.2.3 Prohibition Against Association of the Contract Program with Political Activities

No participant or employee whose salary in whole or in part is paid for with funds available under this agreement, may at any time, engage in partisan political activities in which such participant or employee represents himself/herself as a spokesperson of the WIA/WorkForce One or Contractor's program.

#### 4.2.4 Placement of Participant or Employees in Offices of Elected Officials

No participant or employee whose salary is paid for in whole or in part with funds available under this agreement shall be employed or out stationed in the office of a member of Congress or state or local legislator or on the staff of a legislative committee or in the office of any local elected official(s) of a state or a unit of local government without WorkForce One's express written approval.

#### 4.2.5 Out Stationing to Offices of Elected Officials

No participant or employee whose salary is paid for in whole or in part with funds available under this agreement may be employed or out stationed in positions involving political activities in the offices of elected officials.

### 4.3 Religious Activity

#### 4.3.1 Prohibition Against Religious Activity

There shall be no religious worship, instruction, or proselytizing as a part of or in connection with the performance of the obligations under this Agreement.

#### 4.3.2 Prohibition of Use of Funds for Religious Activities

Contractor shall not use any funds appropriated under this Agreement or Amendments hereto in support of any religious activity or in support of any anti-religious activity. Participants shall not be employed on the construction, operation, or maintenance of so much of any facility as is used or to be used for sectarian instruction or as a place of religious worship.

#### 4.4 Non-Discrimination

##### 4.4.1 Prohibition Against Discrimination

Contractor understands and agrees that no person shall be excluded from participation in or be denied employment in the administration of or in connection with any WIA funded program because of race, color, religion, sex, national origin, age, disability, citizenship, political affiliation or belief.

##### 4.4.2 Equal Opportunities for Participants

Contractor agrees that participants in activities or programs funded by this Agreement or any Amendment hereto shall not be discriminated against because of their status as participants regarding the terms and conditions of training or employment and rights attributable thereto.

##### 4.4.3 Compliance with Discrimination Laws

Contractor shall comply with the prohibitions against discrimination in, the Age Discrimination Act of 1975, section 504 of the Rehabilitation Act, in title IX of the Education Amendments of 1972, and under title VI of the Civil Rights Act of 1964 with respect to the performance of their obligations under this agreement, and shall comply with the physical and programmatic accessibility and reasonable accommodations requirements of section 504 of the Vocational Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

4.4.4 Contractor shall not unlawfully discriminate against any person in its operations and activities in its use or expenditure of the funds or any portion of the funds provided by this Agreement and shall affirmatively comply with all applicable provisions of the Americans with Disabilities Act (ADA) in the course of providing any services funded in whole or in part by WorkForce One, including Titles I and II of the ADA (regarding nondiscrimination on the basis of disability), and all applicable regulations, guidelines, and standards.

4.4.5 Contractor shall comply with Title I of the Americans with Disabilities Act regarding nondiscrimination on the basis of disability in employment and further shall not discriminate against any employee or applicant for employment because of race, age, religion, color, gender, sexual orientation (Broward County Code, Chapter 16½), national origin, marital status, political affiliation, or

physical or mental disability. In addition, Contractor shall take affirmative steps to ensure nondiscrimination in employment against disabled persons. Such actions shall include, but not be limited to, the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff, termination, rates of pay, other forms of compensation, terms and conditions of employment, training (including apprenticeship), and accessibility.

4.4.6 Contractor shall take affirmative action to ensure that applicants are employed and employees are treated without regard to race, age, religion, color, gender, sexual` orientation (Broward County Code, Chapter 16½), national origin, marital status, political affiliation, or physical or mental disability during employment. Such actions shall include, but not be limited to, the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff, termination, rates of pay, other forms of compensation, terms and conditions of employment, training (including apprenticeship), and accessibility.

4.4.7 Contractor shall not engage in or commit any discriminatory practice in violation of the Broward County Human Rights Act (Broward County Code, Chapter 16) in performing the Scope of Services or any part of the Scope of Services of this Agreement.

#### 4.4.8 Complaint Procedures

Contractor agrees to be governed by the complaint and compliance requirements as set forth in 29 CFR parts 31, 32 and 34 with respect to discrimination and equal opportunity requirements.

#### 4.4.9 State Requirements

- a. Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I-financially assisted program or activity;
- b. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;

- c. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
- d. The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
- e. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.
- f. 29CFR part 37 and all other regulations implementing the laws listed above.

#### 4.5 Grievance Procedures

##### 4.5.1 WorkForce One Grievance Procedures

Contractor agrees to comply with the WorkForce One grievance procedures with respect to a non criminal grievance or complaint arising in connection with WIA programs operated by WorkForce One other than discrimination or equal opportunities which shall be governed in accordance with the requirements set forth in Article 4 section 4.4, herein.

##### 4.5.2 Applicability of Grievance Procedures to Audits

Contractor agrees that the grievance procedures shall also be applicable to the resolution of complaints arising from actions taken by WorkForce One with respect to audits, investigations or monitoring findings of the program funded by this agreement, except that to the extent such audits, investigations, or monitoring findings are subject to State or DOL, approval, concurrence or review in order to be considered resolved, no action taken at the local level shall be considered a final action for the purpose of disposition of the matter until the State and/or DOL concur.

##### 4.5.3 Grievance Hearings Not Final WorkForce One Action

In the event that a hearing held in accordance with the WorkForce One grievance and complaint procedures results in a finding in Contractor's favor with respect to a questioned cost or a cost recommended for disallowance and the State or the DOL does not agree with the determination made at the local level, Contractor shall be liable to WorkForce One for repayment of the cost which has been questioned or disallowed.

#### 4.5.4 Participant Access to Grievance Procedures

WorkForce One participants shall be afforded access to the WorkForce One Grievance and Complaint Procedures through the WorkForce One Grievance Procedure for resolution of any formal grievance or complaint lodged by a participant while taking part in the program funded by this agreement. Contractor agrees to be bound by any decision arrived at as a result of taking part in the procedure. The final resolution of the grievance must be within sixty (60) days of the filing of the formal grievance or complaint as per the WIA Regulations. The contractor agrees to cooperate with WorkForce One in complying with the sixty (60) day deadline to resolve participant grievances.

#### 4.6 Program Names, Signage, Publicity and Publication

- a. Contractor may not undertake any publicity or publish for public consumption any results or information about its program or the participants without prior review by WorkForce One. All radio and television announcements/advertisements and general newspaper articles and advertisements will be coordinated through WorkForce One's Executive Department, and shall clearly indicate that the program is funded by the State of Florida through WorkForce One with funds granted under the WIA. Programs funded by WorkForce One regardless of the name under which the program is operated must indicate that the program is funded by the BWDB through the WIA, this shall include all participant forms, announcements, manuals, handbooks and other informational materials.
- b. Any public outreach using marketing materials such as but not limited to brochures, flyers, articles, presentations, electronic communiqués, promoting a WorkForce One funded program must be coordinated with and approved by the WorkForce One Marketing Manager. All media outreach efforts regarding WorkForce One funded programs must be done in conjunction with the WorkForce One Marketing Manager.

#### 4.7 Subcontractors

##### 4.7.1 Prohibition Against Assignment and Subcontracting

The contractor shall not assign, delegate, subcontract or in any way transfer any of its rights or responsibilities or any part of the work or services to be provided for under this Agreement without WorkForce One's prior written approval.

#### 4.7.2 Subcontracts Must Be in Writing

Services approved for subcontracting shall be specified by a written agreement and shall be subject to each provision of this Agreement.

#### 4.7.3 Subcontracts Subject to Applicable Laws

All subcontracts shall be subject to the federal, state, and local laws and regulations governing WIA funds.

#### 4.7.4 Notice of Actions Involving Subcontractors

The Contractor shall give WorkForce One immediate notice in writing of any action or suit filed, and prompt notice of any claim made against the Contractor by any subcontractor or vendor which in the opinion of the Contractor may result in litigation, related in any way to this Agreement or any Amendment thereto.

### 4.8 Notice

#### 4.8.1 Notice to WorkForce One

All notices required to be given to WorkForce One under this agreement shall be sufficient when hand delivered or mailed to WorkForce One at its office at 388 Inverrary Boulevard, Lauderhill, Florida 33319, Suite 400, addressed to the WorkForce One President / CEO.

#### 4.8.2 Notice to Contractors

All notices required to be given to the Contractor under this agreement shall be sufficient when hand delivered or mailed to the Contractor at its office located as stated on page one (1) of this Agreement.

### 4.9 Assurances and Certifications

Contractor understands that WorkForce One is bound and must comply with the Assurances and Certifications appended hereto as **Exhibit E**. Further, Contractor agrees to comply with the Assurances and Certifications as applicable to any WIA program that the Contractor operates with WorkForce One funds.

### 4.10 Integration

#### 4.10.1 Exhibits

The parties hereto agree and understand that the words and figures contained in the following lists of documents, which are on file with WorkForce One and Contractor or available through the public domain are incorporated by reference, and are as fully a part of this Agreement as if such documents were set forth verbatim and at length herein.

- a. The Exhibit(s) enumerated in the text of the agreement.
- b. The updated Request for Proposal reflecting the actual program to be operated by the Contractor.
- c. The budget
- d. HIPPA Business Associate Agreement
- e. The WIA and the Regulations promulgated thereunder.
- f. The Assurances and Certifications.
- g. Any and all subsequent documents, including but not limited to, amendments, and letter amendments (Form 100 Amendments) which have been approved in accordance with WorkForce One policy governing amendments to this agreement.
- h. Child Labor Laws, as applicable
- i. Immigration and Naturalization Service Employment regulations.

#### 4.10.2 Availability of Documents

The above documents will be maintained on file at the WorkForce One offices. One copy of the executed Agreement will be furnished to the Contractor by WorkForce One.

#### 4.11 Vested Powers

All powers not explicitly vested in the Contractor by this Agreement will remain with WorkForce One.



#### 4.12 Termination

##### 4.12.1 This Agreement may be terminated as follows:

- a. WorkForce One or Contractor may request a termination for convenience upon thirty (30) days prior written notice to the other party or such shorter period as may be mutually agreed to by the Contractor and WorkForce One. Contractor will be entitled to receive compensation for services performed in accordance with conditions set forth herein through the date of termination. However, WorkForce One shall not be liable for any expenses incurred by the Contractor after the effective date of termination of the Agreement or any Amendment hereto.
- b. WorkForce One may immediately terminate this Agreement if for any reason either the U.S. DOL or the State of Florida fails to provide funds in the Grant, through which this Agreement is funded.
- c. WorkForce One may terminate this agreement at any time that the WorkForce One authorized representative, which shall be the President / CEO, determines that:
  - i. Contractor has failed to provide any of the services Contractor has contracted to provide; or
  - ii. Contractor has failed to comply with any of the provisions contained in this agreement or any Amendment hereto; or
  - iii. Contractor fails to perform in whole or in part under this Agreement or fails to make sufficient progress so as to endanger performance of Contractor's obligations to provide the contracted for programs or services; or
  - iv. Contractor has failed to comply with the Act and/or WIA Regulations regarding this Agreement or any amendment hereto; or,
  - v. Contractor has failed to take corrective action as described in Article section 4.12.2, or
  - vi. Contractor has taken an action, which in the opinion of the WorkForce One President / CEO, the WorkForce One monitors, the State, the BWDB, or the



WorkForce One Council, jeopardizes the program or the funds made available under this agreement.

#### 4.12.2 Suspension and Termination

If WorkForce One elects to terminate this Agreement under the provisions set forth in Article 4, Section 4.12.1, above, WorkForce One may immediately suspend the Agreement and refuse any payments due the contractor. The Contractor shall be notified in writing of WorkForce One's suspension and of WorkForce One's termination of the Agreement. If WorkForce One allows the Contractor a period of resolution to correct the problem, then Contractor shall have ten (10) working days in which to respond with a corrective plan. Failure to respond with a corrective plan acceptable to WorkForce One shall result in a termination notice to Contractor effective from the time of the original suspension.

#### 4.12.3 Suspension of Payments

WorkForce One may immediately suspend payment to Contractor at any time that the WorkForce One President / CEO has sufficient cause to seek termination of this Agreement as described in Section 4.12 Article 4. If WorkForce One grants the Contractor the opportunity to correct the problem, then suspension of payments shall remain in effect until WorkForce One determines the problem has been resolved and the program continues, or until WorkForce One terminates the program, at which time no payments would be made after the date of the original suspension.

#### 4.12.4 Payments Due Contractor

In the event of a termination not for convenience, the Contractor shall be paid for services rendered up to the date of termination however, from the amount due there shall be deducted:

- a. All advances or other payments on account made to the Contractor which are applicable to the terminated portion of this Agreement; and
- b. Any credits, discounts or overpayments as described in Article 3 above.
- c. Any claim which WorkForce One may have against the Contractor in connection with this contract or any other prior agreement; and

- d. The agreed-for-price for, or the proceeds of the sale of, any materials, supplies or other things acquired by the Contractor or sold pursuant to the provisions of this clause and not otherwise recovered by or credited to WorkForce One; and
- e. Any outstanding questioned or disallowed costs attributable to the Contractor arising out of an investigation, monitoring report or audit of this Agreement or any other Agreement Contractor had with WorkForce One.
- f. If a termination under this agreement is partial, prior to the settlement of the terminated portion of this Agreement, the Contractor may file with WorkForce One a request in writing for an equitable adjustment of the price or prices specified in the Agreement relating to the continued portion of the contract.

#### 4.12.5 Contractor Liability

In the event of a termination for cause, Contractor shall be liable to WorkForce One for damages sustained by WorkForce One by virtue of any breach of the Agreement by the Contractor including court costs and reasonable attorney's fees.

### 4.13 Maintenance of Effort

#### 4.13.1 Prohibition Against Displacement

Employment funded under this Agreement or any Amendment hereto shall only be in addition to employment, which would otherwise be financed by the Contractor without assistance under this Agreement.

#### 4.13.2 Contractor Assurance

To assure maintenance of effort the program funded by this agreement:

- a. Shall result in an increase in workforce opportunities over those, which would otherwise be available.
- b. Shall not result in the displacement of currently employed workers by either a participant or an individual employed to carry out the obligations under this agreement, including partial

displacement such as a reduction in the hours of non overtime work, wages or employment benefits.

- c. Shall not impair current contracts for services or collective bargaining agreements or result in the substitution of federal funds made available by this Agreement to subsidize work that would otherwise be performed by the Contractor.
- d. Shall not create a job in a promotional line for either a participant or an individual employed to carry out the obligations under this agreement, which will infringe in any way upon the promotional opportunities of a currently employed individual.
- e. When Contractor anticipates a situation, such as that described in Section 4.13, Article 4 above, Contractor shall immediately notify WorkForce One and await instruction prior to expending any funds as contracted for in connection with the operation of its program.

#### 4.13.3 Participant Placement

No participant shall be employed or job opening filled with an individual whose salary is funded by this agreement:

- a. When any other individual is on lay-off from the same or any substantially equivalent job; or
- b. When the employer/Contractor has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created by hiring a participant or employee whose wages are subsidized by WIA or paid for with WIA funds.

#### 4.13.4 Relocation

Contractor shall not use any of the funds under this agreement to encourage, or induce the relocation of an establishment. Contractor shall not enter into any agreement or relationship with a relocated establishment for the conduct of customized or skill training, on the job training, or company specific assessments of job applicants for a period of 120 days after the establishment has opened its doors for business with the general public. Establishments include successors in interest. Violations of this section shall result in double damages to be repaid to WorkForce One.

#### 4.14 Nepotism

##### 4.14.1 Prohibition in Employment

Contractor may not hire a person in an administrative capacity, staff position, or on-the-job training position funded under the Act if a member of that person's immediate family is employed in an administrative capacity for WorkForce One or the Contractor. Contractor shall make full disclosure regarding any procurements which are not arms length including small business purchases, and may not enter into any agreements or make purchases without WorkForce One approval where a conflict of interest, or the appearance of a conflict of interest exists or the purchase is not arms length and involves a family member as described herein or a business partner or related company.

##### 4.14.2 Applicability of Stricter Standards

Where the Contractor's nepotism guidelines or state or local guidelines are more stringent than the above requirement, those guidelines shall be followed instead.

##### 4.14.3 Individual Recommendations

No individual whose salary is funded in whole or in part under this agreement, or who is responsible for carrying out the obligations under this agreement shall appoint, employ, advance, or advocate for the appointment, employment, promotion, or advancement in or to a position with the contractor's organization a member of that individual's immediate family.

##### 4.14.4 Definition of Immediate Family Member

Immediate family member for purposes of this section, shall mean a wife, husband, son, daughter, son in law, daughter in law, sister, brother, sister-in-law, brother in law, mother, father, mother-in-law, father-in-law, aunt, uncle, niece, nephew, step-parent, step-child, grandparent, grandchild, half brother, half sister and first cousin.

#### 4.15 Application of the Davis Bacon Act to Programs Operated Under this Agreement

##### 4.15.1 Davis Bacon Wages

Contractor agrees to apply Davis Bacon wage rates to projects funded under this Agreement which involve construction, alteration

or repair including painting and decorating of buildings, projects, and works which are not ordinarily done by Contractor's regular work force.

#### 4.15.2 Request for Waiver

Prior to making any determination not to pay Davis Bacon wages for any construction type program funded by this Agreement, Contractor shall request a waiver from WorkForce One.

### 4.16 Prohibition Against Criminal Activities

#### 4.16.1 Fraudulent and Criminal Activities

Contractor shall not enroll ineligible individuals, embezzle, willfully misapply, steal or obtain by fraud any moneys, funds, assets or property which are the subject of this Agreement or Amendments hereto. If Contractor violates this provision, Contractor shall be subject to the sanctions of the Act and to the criminal provisions of Title 18 of the United States Code Section 665. The Contractor shall also be subject to the immediate suspension of payments by WorkForce One under this Agreement and Amendments hereto and immediate termination by WorkForce One of this Agreement and any Amendments hereto.

#### 4.16.2 Prohibition Against Solicitations and Gratuities

Contractor agrees and understands that no officer or employee of the Contractor shall tender, or solicit gratuities, favors or anything of monetary value from any actual or potential sub-contractor or employer or from any staff person or elected official connected with WorkForce One.

#### 4.16.3 Prohibition Against the Payment of Fees

Contractor agrees and understands that no funds provided for by this Agreement or Amendments hereto shall be used for the payment of a fee charged to an individual for the placement or referral of that individual to a training program funded under the WIA.

#### 4.16.4 Prohibition Against Lobbying

Contractor shall not use any funds appropriated under this Agreement or Amendments hereto for lobbying federal, state, or local legislators.

#### 4.17 Child Labor Laws

Contractor shall comply with all applicable federal, state and local child labor laws in carrying out the terms and conditions of this Agreement or Amendments hereto.

#### 4.18 Collective Bargaining Agreements

##### 4.18.1 Application of Collective Bargaining Agreements

Contractor agrees and understands that it must comply with and shall not violate the terms and conditions of any collective bargaining agreement in effect during the course of this Agreement.

##### 4.18.2 Activities Inconsistent with Collective Bargaining Agreements

If a program to be funded under this Agreement would be inconsistent with the terms of a collective bargaining agreement, then Contractor shall seek the written concurrence of both the labor organization and the employer concerned prior to operating such programs. Failure to receive a response to a written request may be deemed concurrence.

#### 4.19 Unions

##### 4.19.1 Use of Funds

Contractor shall not use any funds appropriated under this Agreement or Amendments hereto to assist, promote, or deter union organizing.

##### 4.19.2 Placement During a Work Stoppage

No participant may be placed into, or remain working in any position which is affected by labor disputes involving a work stoppage. Contractor shall make every effort to relocate participants who wish to remain working, into suitable positions unaffected by the work stoppage.

##### 4.19.3 Union Membership

Contractor shall not require any participant in a position funded by this Agreement to join a union in order to receive institutional training unless the participant is subject to a collective bargaining agreement containing a union security provision.

#### 4.20 Working Conditions

##### 4.20.1 Appropriate Conditions

Contractor agrees that conditions of employment and/or training will be appropriate and reasonable with regard to the type of work, the geographical region and the proficiency of the participants.

##### 4.20.2 Hazardous and Dangerous Conditions

Contractor shall not place participants at work or training sites which are or could reasonably be expected to be hazardous, dangerous, unsafe or unsanitary. Participants assigned to work in inherently dangerous occupations shall be assigned to work in accordance with reasonable safety practices.

##### 4.20.3 Benefits and Working Conditions

Participants shall be accorded the same benefits and working conditions accorded other employees working a similar length of time and doing similar types of work.

##### 4.20.4 Health and Safety Standards

Health and Safety Standards established by State and Federal laws applicable to working conditions of employees shall be equally applicable to participants.

##### 4.20.5 Contributions to Retirement Systems

No funds available under this Agreement may be used for contributions on behalf of any participant to a retirement system or plan.

#### 4.21 Program Income

##### 4.21.1 Program Income Must be Returned to WorkForce One

All income as defined in Article 2, Section 2.47, realized in operating a program provided for under this Agreement or any

Amendment hereto shall be reported to and returned to WorkForce One at the end of each quarter during which the income was realized and in any event shall be reported and returned to WorkForce One upon termination of this Agreement. Program income does not include income from royalties and license fees for copyrighted material, patent, patent applications, trademarks, and inventions.

#### 4.21.2 Audits Must Contain a Program Income Schedule

Contractor agrees to include in their audits a schedule prepared by their auditor detailing program income realized under this contract.

#### 4.21.3 Continuation of Program Income Revenues

Rental income and user fees on real and personal property acquired with WIA funds shall continue to be program income upon termination of this agreement. Contractor shall make provision for accounting for such funds and returning the income to WorkForce One.

#### 4.21.4 Contractor Use of Program Income

In the event that Contractor wishes to use program income to further or enhance activities funded by this agreement contractor may request such permission in writing from the WorkForce One President / CEO who shall consider such request and reply in writing either approving or denying the request. There shall be no appeal of the President/CEO's decision. In any event program income may only be used for allowable activities and costs. In the event that income shall be added to contractor's budget in accordance with the amendment provisions under this agreement it shall be accounted for in accordance with the terms and conditions governing all funds awarded under this agreement.

#### 4.22 Termination of Participants

Where placement is an objective under this agreement and If the Contractor cannot successfully place a participant in appropriate unsubsidized employment within 30 days following completion of the participant's training program, then the Contractor shall immediately notify WorkForce One in writing and refer the participant back to the one stop center for further assistance.

#### 4.23 Insurance and Bonding



The Contractor shall maintain during the term of this Agreement, the insurance and bonding specified below. This is in addition to the theft coverage required in Article 3.

#### 4.23.1 Third Party Liability

Third Party General Liability Insurance on a negligence basis, including injuries and accidental death to any person in an amount not less than \$300,000.00 and subject to the same limit for more than one person in amount not less than \$100,000.00 on account of one accident.

#### 4.23.2 Fidelity Bond

Contractor shall secure Fidelity Insurance to provide coverage, for the amount awarded under this contract or in the event that contractor has several contracts with WorkForce One, for the total amount of funding awarded to contractor under all the agreements for the same contract period, for those employees in positions allowing for access to or control of program funds provided for by this Agreement. The Contractor agrees to reimburse WorkForce One for any loss incurred by WorkForce One under this Agreement with the Contractor. Contractor shall be liable for any sums not covered and/or paid by their insurer.

#### 4.23.3 Property Damage

Contractor shall maintain property damage insurance in an amount not less than \$100,000.00 for damage on account of any one accident and in an amount not less than \$50,000.00 for damages on account of all accidents.

#### 4.23.4 Non-Owner Coverage

Contractor shall maintain non-owner vehicle insurance coverage and shall name WorkForce One as an additional insured.

#### 4.23.5 Certificates of Insurance

The Contractor shall make available to WorkForce One upon request, Certificates of Insurance and Bonding prior to commencing any operations under this Agreement with such certificates clearly indicating that the Contractor has obtained insurance and bonding in the amounts, type and classifications specified in this section and naming WorkForce One as an additional insured as required under section 4.23.6 below.

#### 4.23.6 Addition of WorkForce One as a Named Insured

All insurance coverage required by WorkForce One under this Agreement shall cite WorkForce One as an additional insured under the policy. In the event the policy is cancelled WorkForce One shall have the right to cancel the agreement.

#### 4.24 Independent Contractor

The Contractor understands and agrees that it is an independent contractor and no provision of this Agreement shall be construed as creating an agency or employment relationship between WorkForce One and Contractor or Contractor's employees.

#### 4.25 Indemnification

Contractor is a state agency as defined in Chapter 768.28, Florida Statutes, and agrees to be fully responsible for acts and omissions of its agents or employees to the extent permitted by law. Nothing herein is intended to serve, as a waiver of sovereign immunity is applicable. Nothing herein shall be construed as consent by Contractor as a political subdivision of the State of Florida to be sued by third parties in any matter arising out of this or any other contract, this Agreement or any part thereof.

The provisions of this section shall survive the expiration or earlier termination of this Agreement.

#### 4.26 Rights and Remedies Not Waived

No payment by WorkForce One to Contractor shall be construed as a waiver by WorkForce One of any breach or default of Contractor in the performance of any condition of this Agreement or Amendment hereto; nor shall such payment impair or prejudice any right of WorkForce One with respect to such breach or default; nor shall any assent by WorkForce One express or implied, to such breach or default, be construed as assent to any succeeding breach or default.

#### 4.27 Conflict of Interest

Contractor asserts and assures that they did not solicit, pay, or offer some other form of consideration to any BWDB or WorkForce One Council

member, WorkForce One staff person, or other elected official or public officer in order to obtain this contract award.

Contractor asserts and assures that it is in compliance with the WIA conflict of interest restrictions.

Contractor agrees to abide by WorkForce One's Code of Conduct or with its own Organizational Code of Conduct so long as it meets the minimum standard set forth within WorkForce One's own Code of Conduct.

Neither Contractor nor its employees shall have or hold any continuing or frequently recurring employment or contractual relationship that is substantially antagonistic or incompatible with Contractor's loyal and conscientious exercise of judgment related to performance under this agreement.

Contractor agrees that none of its officers or employees shall during the term of this agreement serve as an expert witness against WorkForce One, the WorkForce One Council, or the BWDB, in any legal or administrative proceeding in which he or she is not a party unless compelled by court process, nor shall such persons give sworn testimony or issue a report or writing as an expression of his or her expert opinion which is adverse or prejudicial to the interests of WorkForce One or the BWDB or in connection with any such pending or threatened legal or administrative proceeding. The limitations of this section shall not preclude such persons from representing themselves in any action or in any administrative or legal proceeding.

In the event Contractor is given written authorization from WorkForce One to utilize subcontractors to perform any services required by this agreement Contractor agrees to prohibit such subcontractors by written contract, from having any conflicts as within the meaning of this section.

#### 4.28 Applicability of Governing Laws

This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Venue for litigation arising out of or concerning this Agreement shall be in Broward County, Florida.

#### 4.29 Contracts in Excess of \$ 100,000.00

To the extent this contract is funded in excess of \$100,000 of funds made available from the federal government the provider shall comply with all applicable standards, orders, or regulations issued under section 306 of the Clean Air Act, as amended (42 USC 1857(h) et seq.), section 508 of the Clean Water Act, as amended (33 USC 1368 et seq.), Executive Order

11738, and Environmental Protection Agency regulations (40CFR Part 15), and the Energy Policy and Conservation Act of 1988 as amended. (Pub. L. 94-163, 89 Stat. 871).[53 FR 8079, 8087, Mar. 11, 1988, as amended at 60 FR 19639, 19645, Apr. 19, 1995].

#### 4.30 Performance

4.30.1 Contractor represents that all persons delivering the services required by this agreement have the knowledge and skills, either by training, experience, education, or a combination thereof, to adequately and competently perform the duties, obligations, and services set forth in Article 7, the Work Statement and to provide and perform such services to WorkForce One's satisfaction for the agreed compensation.

4.30.2 Contractor shall make every effort to exercise economic reasonableness in all expenditures involved in the delivery of services under this Agreement.

4.30.3 Contractor shall perform its duties, obligations, and services under this agreement in a skillful, respectable and cost conscious manner. The quality of Contractor's performance and all interim and final product(s) provided to or on behalf of WorkForce One shall be comparable to the best local, state and national services.

#### 4.31 HIPPA Compliance

It is expressly understood by the parties that Contractor personnel and/or their agents will have access to protected health information (hereinafter known as "PHI") that is subject to the requirements of 45 CFR 164.502 and related regulations. In the event Contractor is a covered entity or business associate and/or is required to comply with the Health Insurance Portability and Accountability Act of 1996 (hereinafter known as "HIPAA"), Contractor shall fully protect individually identifiable health information as required by HIPAA and, if requested by WorkForce One, shall execute a Business Associate Agreement in the form attached hereto as Exhibit D for the purpose of complying with HIPAA. Where required, Contractor shall handle and secure such PHI in compliance with HIPAA and its related regulations and, if required by HIPAA or other laws, include in its "Notice of Privacy Practices" notice of Contractor's and WorkForce One's uses of client's PHI. The requirement to comply with this provision and HIPAA shall survive the expiration or earlier termination of this Agreement. WorkForce One hereby authorizes its President /CEO to sign Business Associate Agreements on its behalf.

END OF ARTICLE 4

## ARTICLE 5

### PROGRAM REQUIREMENTS

#### 5.1 Monitoring

##### 5.1.1 Contractor's Responsibility

The Contractor shall have the administrative responsibility for developing, overseeing, and monitoring the program they have agreed to deliver as described in this Agreement. This includes, but is not limited to, participant time and attendance; verification of documents and reports prepared and/or submitted to WorkForce One by Contractor, and participant progress reports.

5.1.2 Contractor's responsibility notwithstanding, WorkForce One, the State, DOL or any of their designated representatives shall have the right to monitor contractor's program, and staff, perform qualitative reviews and otherwise assess Contractor's program.

#### 5.2 Access to Records

##### 5.2.1 Availability of Records

At any time during the term of this Agreement, or at any time during the record retention period following termination of this agreement, Contractor shall make all contracts, invoices, payroll records, personnel files, and any and all other records relating to the program, funded by this agreement, available and shall permit the Secretary of Labor, Comptroller General, the Governor, WorkForce One or their designated representatives to conduct on site evaluations, audits, investigations, and monitor program performance to ensure compliance with the terms of the Agreement and Amendments hereto.

5.2.2 Contractor shall make original and/or certified copies of any statements, records, reports, plans, information, documents, maps or other data used, produced, or developed by Contractor pertaining to any program funded by this Agreement or Amendment hereto, available to WorkForce One, the Comptroller, General of the United States, the DOL and/or the Governor or their designated representatives at any time upon reasonable notice and for no cost for the purpose of auditing, monitoring review, investigation, survey or examination, even though, the Contractor may at the time of the request no longer be operating programs for WorkForce One.

### 5.2.3 Freedom of Information

Records maintained in support of the program funded by this agreement are not subject to the Freedom of Information Act (5 U.S.C. 552)

### 5.2.4 Record Availability to the Public

Records maintained in support of this program shall be made available to the public upon request and in accordance with the Florida Public Records Act except, where:

- (a) Disclosure would constitute an unwarranted invasion of personal privacy. This includes information regarding applicants, project participants, or their immediate families that identifies or may be used to identify them, and which may be obtained through application forms, interviews, tests, reports from public agencies, or counselors, or any other source. Such information may be publicly divulged only upon the written authorization of WorkForce One and the participant. All requests for such information shall be forwarded by the Contractor to WorkForce One for appropriate determination;
- (b) The disclosure is a trade secret or commercial financial information obtained from a person who identified the information as being privileged and confidential.

## 5.3 Record Retention

### 5.3.1 Five Year Retention Requirement

Contractor shall keep copies of all records, accounts, and documents pertaining to the operation of this Agreement or any Amendment hereto for not less than five (5) years following the expiration of this Agreement. However, if any audit, claim, litigation, negotiation or other action involving this Agreement or Amendment hereto has been started before the expiration of the five (5) year period, the records shall be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular five (5) year period, whichever is later.

### 5.3.2 Title to Records Vests with WorkForce One

Contractor understands and agrees that the records it maintains for programs funded by this Agreement are WorkForce One's property and are maintained for WorkForce One's benefit. Therefore,



Contractor shall not dispose of any records without the prior written consent of WorkForce One and in the event of a termination of the contract shall either return all records to WorkForce One or shall maintain the records in accordance with the terms and conditions of this agreement.

#### 5.3.3 Property Records

Contractor shall maintain all records pertaining to any property purchased with WIA funds for five (5) years following final disposition of that property. For purposes of this section, final disposition shall include a return of the property to WorkForce One. Any property returned to WorkForce One must be accompanied by all original records or certified copies thereof pertaining to the property.

#### 5.3.4 Retention Period Commencement

The retention date of records shall commence with the termination of this Agreement or any Amendment hereto.

#### 5.3.5 Dissolution of Contractor's Organization

In the event of the voluntary or involuntary dissolution of Contractor's organization, or the termination of the contract for any reason as described in this agreement, Contractor shall inform WorkForce One of its intent to dissolve and prior to actual dissolution, WorkForce One may then arrange to conduct an immediate audit of Contractor's program(s) and/or request that provisions be made for the preservation of all records pertaining to the program(s) funded by this Agreement and any Amendments hereto so that an audit may be performed, or if the dissolution of Contractor's organization is involuntary or this contract is terminated for any reason as provided for in this agreement, Contractor agrees to immediately, (within 24 hours of Contractor's knowledge of same) notify WorkForce One in accordance with the Notice provisions herein, and shall provide all records pertaining to this agreement or any amendments hereto to the WorkForce One Vice President of Finance who shall be the custodian of the records for purposes of compliance with this section.

Thereafter, WorkForce One shall cause to be performed an immediate audit of the program records. This audit maybe organization wide or program specific in accordance with the requirements of the Office of Management and Budget and the State.



#### 5.3.6 Production of Reports and Records

Contractor understands and agrees that when requested, Contractor shall complete and furnish to WorkForce One all forms, reports, documents, and records, within ten (10) days of said request. Failure to comply with this provision will result in WorkForce One's withholding the Contractor's reimbursement until such time that the Contractor complies with WorkForce One's request.

### 5.4 PELL Grants and Other Financial Aid

#### 5.4.1 Application for PELL

Contractor shall assist all WorkForce One participants in the application process for all PELL Grant approved courses, or for any other Federal, State, or local grant or entitlement funds.

#### 5.4.2 Coordination of PELL, Other Awards and WIA

If Contractor is a Title IV eligible educational institution under the Higher Education Act, or is referring participants to training with such institutions, the institution's financial aid officer, or contractor, as appropriate, shall inform WorkForce One of the amounts and disposition of HEA Title IV awards and all other financial aid afforded to participants enrolled with the Title IV eligible educational institution within fifteen (15) days of the financial award. If tuition is included in the contract budget the budget shall be subject to amendment in order to deobligate or reprogram such awards not anticipated at the time of execution of the agreement in order to avoid duplicate payments.

#### 5.4.3 Participant Agreement

Contractor shall also enter into a written agreement with the participant receiving financial aid, which shall be signed, by Contractor, the educational institution, and WorkForce One where the educational institution is not the Contractor under this Agreement or where there is no agreement between WorkForce One and the educational institution. The Agreement shall set forth the total sum allocated to pay for participant's training and detailing how the funds shall be split among tuition, support, fees and books.

### 5.5 Enforcement of Contract Terms

The failure of WorkForce One to strictly enforce any of the provisions of this Agreement, or to require strict performance by the Contractor of any

of the provisions herein, shall in no way be construed to be a waiver of such provisions or any other provision contained herein nor shall it in any way affect the validity of this Agreement or any part hereof, or waive the right of WorkForce One to enforce each and every provision herein. The Contractor is responsible for fulfilling all terms and conditions of this Agreement. While WorkForce One may monitor the Contractor's performance under this Agreement, the Contractor remains solely responsible for its performance. WorkForce One's monitoring of the Agreement shall not constitute a notice, acceptance waiver or modification of any term or condition. Terms and conditions may only be modified by written contract amendment as specified herein.

## 5.6 Audit

### 5.6.1 Requirement to Audit

All contracts are subject to audit. Contractor shall provide for the conduct of an external audit of the program funded by this Agreement and any amendments hereto if total aggregate expenditures of federal funds received from any source total \$300,000.00 or more in any fiscal year. The audit shall be conducted in accordance with and in compliance with State of Florida requirements, and federal Office of Management and Budget Circular A-133.

### 5.6.2 Audits of Commercial Organizations

Commercial organizations receiving in excess of \$500,000.00, a year, in the aggregate, of federal grant funds, whether from WorkForce One or other funding sources, shall conduct a program specific independent financial and compliance audit in accordance with GAAS, or an organization wide audit conducted in accordance with OMB Circular A-133 that includes the federal funds received and the program conducted, within its scope. Any incomplete or incorrect entry in such books, records, and accounts shall be a basis for WorkForce One's disallowance and recovery of any payment upon such entry.

### 5.6.3 Period of Performance

Audits must be conducted, completed, and submitted within ninety (90) days of the termination of this Agreement for program specific audits unless a different period of time is agreed to in writing by WorkForce One. Other audits shall be submitted within thirty (30) days following the completion of the audit except that in all cases audits should be submitted within a year of the termination of this

Agreement. Failure to submit an audit, as required, shall result in the withholding of payments due Contractor under this or any other agreement at WorkForce One's discretion.

#### 5.6.4 WIA Material Fund

Audits should, whenever possible, identify contract funds and WIA should be treated as a material fund.

#### 5.6.5 Identification of Program Income

Audit Reports shall include a schedule identifying program income as defined herein.

#### 5.6.6 Disallowed and Questioned Costs

Contractor shall be liable to WorkForce One for any disallowed or questioned costs that Contractor or WorkForce One incurs as a result of Contractor expending funds in violation of this Agreement or in violation of the appropriate Federal, State or local Statutes, regulations, rules, policies, or procedures. Disallowed or questioned costs may be identified through a monitoring report, investigation, review, or audit. Disallowed or questioned costs shall be refunded and promptly repaid to WorkForce One by Contractor within thirty (30) days of the issuance of the report in the event the costs cannot otherwise be resolved.

#### 5.6.7 Audit Resolution Procedures

Contractor agrees to be subject to audit resolution procedures established by WorkForce One, the State of Florida or the DOL and to cooperate with WorkForce One in the event resolution cannot be achieved at WorkForce One's level.

#### 5.6.8 Deduction from Monies Due Contractor

If this or any other agreement is in effect at the time of the identification of a questioned or disallowed cost, or a credit that is due WorkForce One, WorkForce One may deduct the amount disallowed from any reimbursements or payments due the Contractor.

#### 5.6.9 Failure to Discover

WorkForce One's failure to either promptly discover or demand prompt payment for questioned or disallowed costs will not relieve

Contractor from their obligation to repay the disallowance or questioned cost at the time of identification or demand.

#### 5.6.10 Stand In Costs

Contractor may with the written approval of WorkForce One and the State of Florida, substitute allowable uncharged costs or in kind contributions made from non federal sources to support the program funded by this Agreement to stand in for a disallowed or questioned cost, only to the extent such contributions or in kind payments have been documented in Contractor's budget attached to this Agreement and/or books of account as may be required by the federal rules and their expenditure is supported by the Contractor's independent audit report. The uncharged costs must have been incurred in the same title, cost category, and program year as the costs, which they are proposed to replace.

#### 5.6.11 Expiration of the Contract

The expiration of the contract shall not affect WorkForce One's, the State's, or the DOL's right to audit, disallow, or question a cost, or Contractor's obligation to repay the cost.

### 5.7 Amendments

#### 5.7.1 Requests for Amendments

If either Contractor or WorkForce One wishes to modify, change, or amend this Agreement, other than as has been described elsewhere in this Agreement, the proposed changes shall be submitted to the other party in accordance with the Notice section under this Agreement. No such change shall be effective until approved by WorkForce One and/or the Contractor and a formal amendment to this Agreement is executed by both parties.

#### 5.7.2 WorkForce One's Unilateral Rights to Amend

Contractor understands and agrees that WorkForce One may unilaterally amend this Agreement to conform to changes in any Federal or State Statute, regulation, or policy which is applicable to the program funded by this Agreement or any Amendment hereto.

#### 5.7.3 Amendments for Local Conditions

Contractor understands and agrees that WorkForce One may amend this Agreement as regards reduction in training slots and/or

a redirection of training areas affecting and reducing total funds available to Contractor, as a result of economic conditions and/or employment trends within Broward County's labor market.

- 5.7.4 Any alteration which shall result in a programmatic change, including but not limited to changes in training, slot designations, or budget shifts, which do not alter the amount of a cost category, or extend beyond the contract term, shall be made by submitting a written request to the other party and shall be effective when executed on a form approved by WorkForce One and signed by both parties.

## 5.8 Copyrights, Patents, Rights in Data

### 5.8.1 Non-Exclusive Use and License

Contractor agrees that WorkForce One, the State, and the U.S. DOL shall have a royalty free, non exclusive and irrevocable license to reproduce, publish or otherwise use the copyright or patent or rights in data in any work developed with contract funds.

- 5.8.2 Contractor agrees that WorkForce One, the State, and the U.S. DOL shall have a royalty free and non exclusive and irrevocable license to reproduce, publish, or otherwise use the copyright or patent or rights in data for any copyright, patent or rights in data that Contractor purchases with contract funds.

## 5.9 WorkForce One Policies and Procedures

Contractor agrees to adhere to all WorkForce One policies and procedures applicable to the operation of the program.

## 5.10 Prior Agreements

This document incorporates and includes all prior negotiations, correspondence, conversations, agreements, and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written. It is further agreed that no modification, amendment or alteration in the terms or conditions contained herein shall be effective unless contained in a written document executed by the Contractor and WorkForce One.

5.11 Client Confidentiality

Client confidentiality is governed by the WIA. Contractor agrees to adhere to client confidentiality requirements.

5.12 Buy American

Any equipment, or goods to be purchased under this agreement shall be purchased in accordance with the Buy American Act.

5.13 Agreement Term

The term of this Agreement shall be from July 1, 2007 through June 30, 2008. The term of this agreement may be extended for two one-year periods. Based upon funding, performance as described in Article 7, and WIA reauthorization, the WorkForce One Youth Council will make a determination regarding whether to recommend renewal of the Agreement. Renewal will be at the option of the WorkForce One governing boards.

END OF ARTICLE 5

## ARTICLE 6

### 6.1.1 Special Obligations

Contractor agrees to maintain and provide the following documentation to WorkForce One, along with Contractor's invoice for payment. Contractor understands that invoices submitted without the below described documentation will not be honored.

- 6.1.1 For mileage reimbursement requests, Contractor shall use the WorkForce One mileage form or their own form, which contains the same information. Mileage from home to work will not be reimbursed. Contractor may reimburse staff mileage at the rate approved for all other Contractor personnel.
- 6.1.2 For staff payroll reimbursement requests, Contractors who do not have certified payroll systems in which the payroll register is supported by time sheets must establish a sign-in system and submit time sheets. Time sheets shall reflect time allocated across cost categories, contracts or other activities, whether paid for by WorkForce One or not.
- 6.1.3 For purchases, Contractor shall submit all procurement documentation, a copy of the paid invoice with the check number indicated on the invoice, or a copy of the front and back of the cancelled check.
- 6.1.4 For proprietary materials such as books and supplies, Contractor shall provide signed receipts from students acknowledging delivery of the materials for which WorkForce One is being charged, along with the paid invoices where appropriate.
- 6.1.5 For reimbursement of rental and utility charges, Contractor shall provide a copy of the lease and, as appropriate, a copy of the entire phone bill, utility bill, and/or rental agreement.
- 6.1.6 Contractor shall not be permitted to move money across the cost categories from program to administration or among line items within the individual cost categories. Contractor shall not be permitted to increase staff salaries not already provided for in the budget attached hereto as Exhibit C, add new lines items or make other adjustments to the budget without a prior written contract modification request to WorkForce One in accordance with Article 3 Section 3.5.5 hereto. Contractor shall reduce all verbal requests for contract modification into a formal written request sent to



WorkForce One and shall receive written authorization in the form of a contract modification prior to obligating funds associated with such requests. Any cost not a part of the original justification of cost reasonableness agreed to by WorkForce One under this Agreement must be approved by WorkForce One prior to Contractor obligating funds for such requisitions. WorkForce One shall evaluate the cost reasonableness of the request and if appropriate justification is provided by Contractor, WorkForce One shall issue a written document authorizing the contract modification request in accordance with Article 5 Section 5.7 hereto. Requests not in adherence to this requirement shall not be honored.

- 6.1.7 Participants may not be paid for time not in attendance, holidays, or overtime. Contractors shall not certify timesheets, which provide for payment for holidays, time not in attendance at work or in class, as appropriate, or for overtime hours worked.
- 6.1.8 Contractors whose budgets and work statements authorize incentive payments to the youths may make such payments for attendance and performance only. Incentives may not be awarded for the attendance or performance.
- 6.1.9 Contractor must submit copies of cancelled checks where applicable to substantiate expenditures in order to be reimbursed.
- 6.1.10 Background Screening

WorkForce One agrees to comply with all the requirements of section 1012.465, Florida Statutes, and that WorkForce One and all of its personnel (1) who are to be permitted access to school grounds when students are present, (2) who will have direct contact with students or (3) who have access or control of school funds will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by Contractor in advance of Workforce One or its personnel providing any services under the conditions described in previous sentence. WorkForce One will bear the cost of acquiring the background screening required section 1012.32, Florida Statutes, and any fees imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to WorkForce One and its personnel.



6.1.11 Actions to be taken in the event of an emergency or natural disaster.

WorkForce One and Contractor wish to ensure that service interruptions are kept to a minimum following an emergency or disaster. WorkForce One and Contractor therefore agree as follows:

- a. Contractor shall designate three (3) individuals who shall provide WorkForce One with cell numbers and home numbers. These individuals shall be the designated liaisons regarding all communications during the period of an emergency or natural disaster. The designated liaisons will participate in WorkForce One's annual emergency preparedness planning process and attend required meetings on this topic.
- b. Contractor agrees that in the event of an emergency or natural disaster, Contractor shall take the below listed actions where advance notice permits or is provided, preceding an emergency or disaster:
  - i. The individual designated as the WorkForce One liaison shall contact the WorkForce One Executive Office and shall consult with the President or Vice President regarding closure of the one-stop center or program office being operated by Contractor and shall close operations in accordance with WorkForce One President's approval.
  - ii. Prior to closing the one-stop or local program office, Contractor shall protect participant files, equipment and other personal property paid for with WorkForce One funds by securing the equipment, covering the equipment, moving equipment away from doors or windows and/or taking such other actions to secure the equipment, personal property and participant files.
  - iii. The securing of equipment, shall be done in accordance with the WorkForce One Information Technology Hurricane Preparedness Plan, Protection of other property and files must be done pursuant to a plan adopted by Contractor and approved by the WorkForce One President or his/her designee.

- c. Contractor agrees that immediately following an emergency or disaster the designated liaison shall contact the WorkForce One President or Vice President to confer on the reopening of offices and the provision of services to the public.
- i. Contractor shall adopt a plan to ensure that information regarding resumption of services is communicated to all workers/staff in the one-stop centers or program offices. An example of such a plan might include a telephone tree.
- ii. It shall be the responsibility of Contractor's liaison to go out as soon as possible after an emergency or disaster to survey their offices. The liaison shall report any damages to the buildings or premises, downed trees, downed power lines, obstructions to access as well as power outages, water damage and water stoppages to the WorkForce One President or his/her designee.

END ARTICLE 6

## ARTICLE 7

### 7.1 Program Description

Contractor shall conduct an in-school and out-of-school youth program for a minimum of One Hundred Twelve (112) out of school youth as defined by WIA and Sixty Five (65) in-school youth as defined by WIA during year one of the contract. All youth must meet the WIA eligibility criteria and meet BWDB Youth Council targeted characteristics as described below. The program to be provided is two-pronged program and designed for participants to receive a certificate as defined by the USDOL at completion of the selected strand which will be either completion of high school or occupational skills training and to then be placed in employment.

The in-school youth component shall provide academic support to assure attainment of the GED/high school credential. The out-of-school youth component shall integrate occupational skills training, assessment activities, competency skills training, academics, career counseling, job shadowing, and employability skills training.

### 7.2, Recruitment

- 7.2.1 A minimum of fifty (50%) percent of the youth enrolled in the program to be operated by Contractor shall meet WIA eligibility criteria and also have one of the following characteristics (1) be a foster care youth/or youth transitioning from foster care to independent living, (2) be from a household that has received welfare benefits, or (3) be a youth who has been exposed and been subjected to any stage of the criminal justice process.
- 7.2.2 All in-school youth to be served and enrolled under this agreement, must be high school seniors or be enrolled in an alternative school and graduate or attain a GED by June 30, 2008.
- 7.2.3 All out of school youth enrolled in the program must have a high school diploma or GED. A maximum of 30% of the out of school youth enrolled may not have their high school diploma or GED but must be able to attain the literacy level necessary to participate in the occupational skills component of the program within twelve months of their enrollment.

- 7.2.4 Contractor shall recruit youth through
- a. Collaboration with the Department of Juvenile Justice
  - b. Referrals from other community organizations
  - c. Linkages and coordinating with group home counselors to identify youth aging out of foster care.
  - d. Use of data from the Educational Technology Services Department of The School Board of Broward County, to identify the economically disadvantaged population.
  - e. Telephone calls,
  - f. Mail recruitment flyers
  - g. Establishing a linkage to coordinate with SOS Children's Village
  - h. Coordination with Henderson group home counselors
  - i. Individual and small group presentations
  - j. Individual and group visits to the technical centers
  - k. Coordination with the Department of Children and Families to dissemination program information and conduct informational sessions for welfare parent(s) to make them aware of opportunities for youth.
  - l. 12<sup>th</sup> grade youth at alternative centers who will be transitioning to independent living will be identified through contact with group homes.
- 7.2.5 Recruitment materials, flyers and other pertinent documents will be made available in the majority of non-English speaking languages found in the County.
- 7.2.6 Contractor shall access data from the Educational Technology Services Department of The School Board of Broward County, Florida to identify the economically/disadvantaged targeted population and which identifies youth who have completed high school or attained a GED to identify youth appropriate to this program. Program staff will use this data to make home visits, telephone calls, and to mail recruitment flyers to identified youth.

- 7.2.7 Contractor shall make home visits, mail information brochures, contact peers, and communicate with parents to assist in identifying students appropriate to the training.
- 7.2.8 Contractor shall make program presentations and seek referral applications from Broward County School administrators, counselors, teachers, the Department of Children and Families, ABE/GED Sites, the Broward County Housing Authority, the Broward County Health Department, community based organizations, churches and other appropriate public and private organizations.
- 7.2.9 Contractor will offer visits to vocational sites where prospective students can view the facilities and equipment and confer with counselors regarding enrollment.
- 7.2.10 To assure youth are recruited from all areas of the County Contractor will engage youth in the recruitment of students for the program. Students will be directed to develop brochures, flyers and materials for information packets to be disseminated to schools, agencies, organizations, and will create public service announcements. Applications received will be assessed to assure that youth are represented from all areas of Broward County.
- 7.2.11 Contractor shall identify and enroll a minimum of One Hundred Twelve (112) out of school youth as defined by WIA and as many as Sixty Five (65) in-school youth as defined by WIA eligible in accordance with the WIA. All youth must meet the WIA eligibility criteria and fifty percent (50%) must also meet BWDB Youth Council targeted characteristics as described above in paragraph 7.2.1.
- 7.2.12 WorkForce One has developed a client referral policy for one stop and specialized services providers. Contractor agrees to adhere to the policy which is available at: <http://intra.broward-workforce.org>.
- 7.2.13 Contractor shall recruit and enroll all younger youth by November 15, 2007 and shall enroll seventy five percent (75%) of all older youth by February 28, 2008 with the balance to be enrolled by November 2, 2008.
- 7.2.14 Contractor shall recruit youth from all sections of the County.
- 7.2.15 Participant Certification, Assessment and Development of the Individual Service Strategy

- 7.3.1 Contractor shall be responsible for participant eligibility certification, which shall include an assessment in accordance with the WIA.
- 7.3.2 Contractor shall be responsible for assisting the youth in assembling the documentation necessary for WIA eligibility determination.
- 7.3.3 Non-English speakers applying for the program shall be assisted through Contractor's Multicultural Department that provides translators in all languages.
- 7.3.4 In the event an applicant is not enrolled into Contractor's program, the Contractor shall refer the participant to the one - stop operator for information and referral in accordance with the requirements under the WIA.
- 7.3.5 Contractor shall assess youth and review the youth goals identified during assessment. To determine student interest, participants will determine areas of service and career interests.
- 7.3.6 In order to participate younger out of school youth must have a high school diploma or a GED. Their goal shall be occupational skills or work readiness attainment.
- 7.3.7 All youth shall be assessed for basic skills. Youth who do not score above a grade level of 8.9 on the TABE must attain a one year functional grade gain, as defined herein within twelve months of their first day in the program. The gain shall be determined based upon the administration of pre and post tests showing that the gain has been obtained.
- 7.3.8 Contractor shall administer the TABE test as a part of the eligibility certification process at the start of the program for purposes of determining their basic skills levels and ability to succeed in the program. These scores shall be noted in the participant's file.
- 7.3.9 Contractor shall be responsible for completing a career plan and budget planner for each youth registered and enrolled in the program.
- 7.3.10 Contractor shall develop an individual service strategy (ISS) for each youth which will be used as a guide to program services for the participant. The teacher will explain that the ISS is designed to meet individual needs and will be revisited and revised on an as needed basis. The EmployFlorida Self-Assessment, WIA Career

Plan Questionnaire, and the Budget Planner shall constitute the ISS.

7.3.11 Contractor will enter participant registration into the EmployFlorida tracking system. Once a participant is entered into the EmployFlorida system this will constitute an official enrollment into the program, which will count when computing contractor's performance.

7.3.12 Program staff will create a student file that is maintained at the school site and at the district office once a participant is enrolled.

7.3.13 Youth shall receive an orientation at the beginning of the program, which shall include information concerning project goals and training conditions, attendance and punctuality standards, training, which will be made available other project expectations. Youth shall sign a responsibilities agreement committing to the program requirements.

7.3.14 Non-English speaking students shall receive assistance through Contractor's Multicultural Department. Contractor shall conduct a participant orientation.

7.3.15 Contractor shall provide WorkForce One with a list containing the names of youth participants carried forward thirty days prior to end of the program year.

### 7.3 Program Services

7.4.1 Youth shall participate in one or more of the following services:

- a. Basic Skills Remediation for all youth scoring below an 8.9 in reading or math on a TABE test.
- b. Dropout prevention for all in school youth which is the provision of tutoring, study skills and instruction to youth in high school including those in alternative education.
- c. Occupational Skills Training for all out of school youth.
- d. Leadership training including a community service.
- e. Family planning education for all youth enrolled in the program.
- f. Mentoring as appropriate to the youth.



- g. 12 month follow up for all youth in enrolled in the program.
- h. Work readiness skills for in school youth for whom this is a goal and for out of school youth prior to placement in employment.

#### 7.4.2 Coordination with partner agencies

- a. Contractor program staff shall participate in regular meetings of partner agencies such as the Department of Juvenile Justice, HANDY, ChildNet, and Department of Children and Families.
- b. Contractor program staff shall maintain ongoing contacts with agency counselors. Facilitators will adjust their schedules in a manner consistent with the needs of the students. The program facilitator shall be available to students on as needed basis, by telephone and after school. Group and individualized face to face appointments will be available to youth at a non-traditional school settings such as a public library or community center.
- c. Critical gaps in service will be identified via counseling sessions with individual participants and/or with family members, conferences with classroom teachers and school administrators. School resource officers, guidance counselors, and other appropriate staff will deliver support and collaborate with the resource teacher/counselor in the identification of gaps and the services available. Referrals will be made as necessary to mental health clinics that work with individual schools. Critical gaps will be discussed in monthly meetings with staff to identify appropriate community services for the youth.
- d. All youth shall have sufficient opportunity to interact with the facilitator and to be the recipient of all program benefits by using techniques that have validated success and encourage retention such as:
  - i. teachers as caring adults providing comprehensive guidance,
  - ii. teachers facilitating mentor matches and relationships with other positive adult role models,
  - iii. teachers delivering academic tutorial/remedial support
  - iv. conflict resolution training



- v. exploring alternatives
- vi. peer counseling
- vii. career awareness, planning /readiness
- viii. referrals for other services.

#### 7.4.3 Basic Skills Remediation

- a. Basic skills for in school youth shall consist of an upgrade to the participant's basic skill levels and provide academic assistance in reading, language arts, and mathematics.
- b. Basic skill levels of each participant will be assessed regularly. All youth shall be pre and post tested using the TABE or other testing materials approved by the National Reporting System (NRS) to determine whether the youth has attained a functional educational level.
- c. Assessment results will be utilized to develop an individualized basic skills remediation plan for each student.
- d. Participants attending occupational skills classes will receive vocational preparatory instruction which is aligned with his/her occupational skills program in accordance with the curriculum frameworks for each training program which identifies the basic skill levels the student will attain prior to program completion.
- e. Contractor shall set a goal for all younger youth and shall assure that all out of school youth gain a functional educational level within twelve (12) months of enrollment into the program.
- f. Basic Skills Remediation shall include After school academic support for in school youth, Individualized support, Guidance and counseling and conferences with teachers, parents, and the student
- g. Basic Skills remediation shall be delivered through individualized, small group instruction and computerized instruction.

#### 7.4.4 Dropout Prevention

- a. Contractor shall provide participants with positive alternative activities that promote remaining in the program and the importance of training/education.
- b. Contractor shall use Incentive Plans to encourage program and school retention.
- c. Contractor shall conduct SCANS workshops to assist participant. SCANS competencies will be integrated in the delivery of all program components. Students will develop team building, communication, self-esteem, and other "soft-skills" identified as critical to success in the mainstream world of work.

#### 7.4.5 Skills Training

- a. The program facilitator will initiate the process for participants to be enrolled in occupational skills training.
- b. Student success will be obtained as a result of the relationship, between student, teacher and facilitator, which provides for monitoring of student attendance and grades.
- c. Facilitator and outside resources will be available to provide tutoring if students encounter
- d. The components of skills training will include career assessment, classroom observations and enrollment in occupational training.
- e. Occupational skills will be delivered in simulated workplace environments using the tools of the trade. Academics will be integrated with job specific instruction. Students will be expected to successfully complete the first occupational exit point within the Florida curriculum framework for the occupational area into which they are enrolled.
- f. Students will be counseled by the project facilitators, student support staff, or an advanced student in the same occupational skills training area.

#### 7.4.6 Leadership

- a. Youth will participate in community service projects, team building activities, and SCANS competency training.
- b. Community service projects may be directed toward Women In Distress, Children In Distress, Children and Families, WorkForce One Annual Food Drive the Ronald McDonald House and similar activities.
- c. Using a project based learning approach students will select a project, identify leaders, develop and implement a plan of action.

#### 7.4.7 Mentoring

- a. The program facilitator will serve in the role of the caring adult to provide each participant with the necessary supports to be successful.
- b. The program facilitator will be the advocate and broker for the participants.
- c. The Program facilitator will have consistent weekly contact with each participant ensuring that participant is on track and has the services they need to succeed.
- d. Youth will have access to mentors through the District mentoring office. Mentors will be recruited through this resource and the list provided by Workforce One.
- e. Contacts with other agencies such as Big Brothers/Big Sisters will also be used to identify mentors. Mentors will be matched with youth through the process of using information gained from surveys of interest, interviews, and similarities in background.

#### 7.4.8 Twelve Month Follow-Up

- a. Following program exit the program facilitator will maintain on-going communication with participant and shall monitor each participant a minimum of once monthly and provide assistance with any identified issues.
- b. Program facilitator completes follow-up components using the following strategies: telephone calls, home visits, mailings, parental and family contacts, text messaging and e-mails.

- c. Contractor agrees that if this contract is renewed Contractor will continue to provide follow up to students for up to 12 months from their date of exit from the program.
- d. Contractor shall employ the following strategies to track students throughout the program and for the twelve (12) months following exit:
  - i. Communication with students face to face or via e-mail, cellphone/text messaging, home telephone or mailings
  - ii. Monitoring student weekly attendance and performance
  - iii. Contact with instructors
  - iv. Verification of employment
  - v. Communication with employer
  - vi. Verification of post-secondary enrollment
  - vii. Communication with parents/guardians/relatives or adult supporter

#### 7.4.9 Work Readiness

- a. The program facilitator shall coordinate SCANS workshops, which provide training for employment and career success.
- b. Youth shall participate in interactive SCANS and career workshops.
- c. Sixty program hours will be devoted to job seeking and/or workplace maturity skills.
- d. The program facilitator will complete work readiness components using the following strategies:
  - i. Administering career assessment and interest inventories
  - ii. Resume writing application process
  - iii. Mock interviews,
  - iv. Dress for success.

#### 7.4.10 Youth Program Design Participation

- a. Youth shall design and conduct a survey to assess the program services.
- b. Contractor shall incorporate recommendations into the program design.

#### 7.4.11 Family Planning

- a. Contractor shall coordinate with Planned Parenthood to assure that all youth in the program participate in family planning education.
- a. All youth shall receive a certificate indicating that they have completed a workshop in family planning.
- a. Contractor shall assure that youth do not get pregnant or start a family while enrolled in the program through use of a curriculum which focuses on youth making informed choices, workshops, guest speakers, and counseling. Facilitators will encourage youth to participate in positive alternative activities.

#### 7.4.12 Work Experience

- a. Contractor shall provide for unsubsidized work experience opportunities for the youth in the program.
- b. The length of the work experience will vary based on individual schedules.
- c. All students in the program will have the option to work part-time for an average of twenty (20) hours a week.
- d. Community business partners will provide wages for youth.
- e. Teachers will access an established employer data base and continue to develop jobs for youth.
- f. To ensure that older and out-of-school youth are placed into part-time jobs while in the program the proposer will utilize business partner contacts, job fairs throughout the county, and EmployFlorida website to access available employment opportunities. Individualized and group job seeking skill

development competencies will be used in preparation for interviewing. Strategies used to ensure retention on the job will include monitoring students and maintaining contact with employers.

- g. Contractor shall provide the WorkForce One Program Manager with a plan for how all youth will have an opportunity for a part time job.

7.4.13 All youth enrolled into occupational skills training shall apply for a PELL Grant to assist and pay for the tuition for the occupational skills training prior to utilizing funds provided by WorkForce One.

7.4.14 Youth shall be trained in regional high demand occupations for the Broward County Labor Market Area as approved by the WorkForce One governing boards.

7.4.15 Youth shall be enrolled in the Atlantic, McFatter, or Sheridan Technical Schools for their occupational skills training. Youth shall be involved in the selection of the training courses and the occupational area shall be selected based upon the youth's preferences and their individual service strategy.

7.4.16 Students will receive instruction in accordance with the Broward County School Board Florida curriculum frameworks for occupational skills.

7.4.17 Contractor shall be responsible for placing all youth exiting education into unsubsidized employment.

7.4.18 Sixty days prior to exit students will work with staff to develop resumes and begin the job application process.

7.4.19 Younger youth and in-school youth enrolled in the program must complete secondary school and be placed prior to June 30, 2008.

#### 7.4 Participant Counseling

7.5.1. Contractor shall advise all participants of all aspects of their program during the orientation meeting. Staff will be directed to adhere to specific guidelines for outlining the requirements and elements of the program options available as follows:

- a. Eligibility requirements
- b. Program participation requirements

- c. Program commitment
  - d. Requirements for credentialing
  - e. Requirements for completion of the program
  - f. Follow-up requirements
  - g. Services provided
- 7.5.2. Contractor staff will work to forge a bond with the youth during the initial marketing/recruitment phase. Staff will present themselves as “caring adults,” willing to deliver holistic services that support the entire family unit whenever possible.
- 7.5.3. Contractor staff will present “wrap-around” services, added value, and incentives that the program provides. Youth will be advised that it is a privilege to be in the program and will be presented with their in-kind responsibilities and requirements.
- 7.5.4. Contractor staff will stay abreast of community services and programs. Youth will be referred according to the needs, interests, and goals of the individual student. Contractor shall maintain open lines of communication with providers of other community services.
- 7.5.5. Resource teachers/counselors shall be responsible for
- a. Conducting or facilitating workshops that address time management
  - b. Planning workshops to address family planning, abstinence, and pregnancy prevention (Planned Parenthood).
  - c. Meeting individually with students to assist and review the completion of all applications for financial aid.
  - d. Encouraging students seeking to complete high school to explore programs and ensure that they are cognizant of all resources available in the community for post-secondary opportunities.
- 7.5.6. Contractor shall provide the WorkForce One Program Manager with a calendar of all activities and workshops by July 10, of each year this agreement is in effect.

- 7.5.7. Counselors will address study habits, progress, performance, and personal problems.
- 7.5.8. Youth will receive counseling and job coaching. Facilitators will serve as brokers and advocates for the participants. Female participants will be counseled on the benefits of non-traditional careers and encouraged to enroll in programs that will prepare them for jobs in non-traditional occupations.
- 7.5.9. Youth will take part in both group and individual counseling activities. Counseling shall be provided by the school guidance counselors as well as by the project facilitators at least once a week while enrolled in the program. Youth at alternative and technical centers will be counseled by the program facilitator, counselors and by student support staff located at the sites.
- 7.5.10. To encourage retention in training and on the job, small group and individualized counseling will be offered, along with modeling, paring, exploring alternatives, career planning, role planning, providing access to comprehensive services and problem solving.
- 7.5.11. Case management and counselor contacts shall be documented through student and counselor logs, progress reports, records of student attendance for counseling will reflect all case management and counseling contact with students.

#### 7.6. Participant Incentives

- 7.6.1. Contractor shall utilize behavioral and social incentives.
- 7.6.2. Student incentives will be provided at the completion of successful training and increases in basic skills or upon high school completion/GED. As an alternative students shall be placed in part time jobs.
- 7.6.3. Contractor shall submit an incentive plan to the WorkForce One Program Manager by July 10, of each year that this contract is in effect.
- 7.6.4. Incentive or other payments to students shall be made by WorkForce One Fiscal Department and coordinated by the Contractor and WorkForce One. Contractor shall coordinate the collection of time sheets and distribution of checks with the



WorkForce One Fiscal Department in a way that preserves the separation of duties associated with the distribution of payments.

- 7.6.5. Contractor may place youth into an On the Job Training position prior to placement in unsubsidized employment and to the extent funds are available. Contractor shall receive approval from their Youth Program Manager prior to placement of a youth into an On the Job Training position.
- 7.6.6. Incentives shall be limited to budget and fund availability.
- 7.6.7. Staff may be provided with cell phones, if deemed necessary, to communicate with the students.
- 7.6.8. Contractor shall provide each participant with a certificate of completion upon termination of the program or at the end of each occupational exit point.
- 7.6.9. All field trips taken with the youth must be taken in Broward County. Any out of County must be pre approved by Youth Program Manager and may not extend beyond Dade and Palm Beach Counties.
  - a. Food expense for field trips may not include breakfast and dinners.
  - b. Teachers and staff shall pay their own food expense while on field trips.
  - c. Funds expended for youth meals are limited in amount by the WorkForce One Per Diem.

#### 7.7 Participant Time, Data Entry, File Maintenance, Attendance, and Wages

- 7.7.1 WorkForce One Fiscal Department shall distribute participant paychecks and incentive payments.
- 7.7.2 Students shall be required to sign a receipt for their checks. The WorkForce One Fiscal Department will collect these written records.
- 7.7.3 The project facilitators will be responsible for monitoring student attendance. In the event a student is absent for three (3) consecutive days, the Contractor will make every effort to follow up with the student and provide counseling including home visits, pager contact, and/or parent contacts.

- 7.7.4 Contractor shall be responsible for data entry into the EmployFlorida Tracking System.
- 7.7.5 Contractor shall use tickler dates prior to the future critical dates to assure data entry occurs on or before the effective dates. Information for dates will be pulled from EmployFlorida.
- 7.7.6 There will be a collaborative effort between the program supervisor, program facilitator and the data entry specialist to enter case notes within one week of a recordable event and to ensure that case files are properly maintained. Databases will be set up to notify staff of upcoming due dates. All case files will be routinely reviewed to assure that they are accurate and up to date. Checklists will be put in place to verify that all essential information is in the case file.
- 7.7.7 Mistakes made in reporting student information will be corrected in compliance with state guidelines. If the mistake is not correctable internally or on the state level, they will be documented with a case note to assure a clear audit trail.
- 7.7.8 Contractor shall maintain files in accordance with a model file to be provided by the Youth Program Manager. Contractor has proposed to maintain two folders for each program participant. One to be the official case file which will contains eligibility documentation. The second to be a working file containing student documents. Contractor shall adjust this plan to meet the model file requirements.
- 7.7.9 Documents to be maintained include:
- a. Eligibility Documents including, Picture ID, Social Security Card, Family Income, Documentation of Barrier, Public Assistance, Selective Service, School Status, Citizenship, and Assessments.
  - b. Case Notes by the Teacher, Referral Forms and Child Care Vouchers, Transportation vouchers Progress Reports, Financial Aid Reports, Monthly Evaluations, Timesheets, Pre and Post tests.
  - c. WIA Career Plan.
  - d. Newsletters, Career Flyers, Workshop Agendas, Sign-In Sheets, Employment Verification Forms, Employer Contact Forms, Certificate of Completion and Licensure Documentation.

- 7.7.10 Contractor shall maintain participant attendance records.
- 7.7.11 All absenteeism and tardiness shall be documented in the counselor's case notes.
- 7.7.12 Time and attendance documentation and paycheck distribution shall be coordinated with WorkForce One Fiscal Department.
- 7.7.13 Students may not be paid for holidays, absences or other time not in attendance. Students may not be paid for overtime with program funds.
- 7.7.14 Contractor shall maintain a separation of duties so that staff assigning youth to worksites shall not be same as staff approving participant time and attendance. Staff who collect time and attendance documentation may not be the same staff as those approving/certifying participant time and attendance.

#### 7.8 Program Staffing

- 7.8.1 Contractor shall hire the requisite staff necessary to meet the project objectives and in accordance with the Budget attached as Exhibit A.
- 7.8.2 Contractor shall hire staff in a timely manner in order to assure that classes are fully staffed at the inception of training.
- 7.8.3 Resource teachers and all support staff shall have the certification and education required for their positions. All resource teachers shall have State of Florida certification and the skills and competencies required to meet the diverse needs of the targeted population.
- 7.8.4 The Directors of CTACE and STC and STC Curriculum Specialist will provide oversight and guidance to the program coordinator.
- 7.8.5 Contractor shall provide a copy of the contract work statement to all program staff and a copy of the contract fiscal requirements to all fiscal staff. Contractor shall require all staff to sign a statement indicating that they have received the applicable sections of the contract and have reviewed and understand the contract objectives and requirements.
- 7.8.6 The WIA Program Coordinator shall be responsible for the day to day management of the program budget.

## 7.9 General Program Requirements

- 7.9.1. Contractor shall schedule instruction so as to permit coordination with childcare services required for program participation.
- 7.9.2 Contractor shall utilize facilities which are visually and acoustically appropriate for learning and which makes use of space in a manner that facilitates the on-going activities of the instructional program.
- 7.9.3 Trainees enrolled under this contract shall be adequately supervised during training hours and be provided with safe training conditions, which, at a minimum shall conform to the health and safety regulations established by the State of Florida.
- 7.9.4 If disclosure of trainee records is requested by the public, State of Florida confidentiality standards and WIA requirements pertaining to records of participants in WIA programs shall apply.
- 7.9.5 All individuals employed in subsidized jobs shall be provided benefits and working conditions at the same level and the same extent as other employees working a similar length of time and doing the same type of work, except that no fund available under this contract may be used for contributions on behalf of any trainee to retirement systems or plans.
- 7.9.6 All program sites shall be disabled accessible.
- 7.9.7 Contractor shall provide their WorkForce One Program Manager with a list of all carry forwards from Program Year 2007 – 2008 by July 10, 2008.
- 7.9.8 Self-Monitoring
  - a. Contractor shall develop a protocol and process for self-monitoring their fiscal and program operations and deliverables under this agreement. Contractor shall conduct monthly a monitoring of its program in accordance with a schedule approved by their WorkForce One Program Manager. Contractor shall submit their monitoring schedule to their WorkForce One Program Manager by July 10 of each program year that this agreement is in effect.
  - b. Within five (5) business days following the completion of the self-monitoring protocol Contractor shall submit a copy of any findings identified and the proposed corrective action to their

WorkForce One Program Manager who shall respond with respect to acceptance of the proposed corrective action or shall provide Contractor with additional instructions resolution of any findings.

- c. The Self Monitoring required by this agreement shall be in addition to the monitoring conducted by the WorkForce One Program Manager, or the WorkForce One external monitors. Self-monitoring shall include a one hundred percent (100%) file review. The file review shall be coordinated to occur thirty days prior to the notice of the State's monitoring visit. The file review shall incorporate the current program year and the immediately preceding program year.
- d. Failure to take the requisite corrective action as a result of findings identified by Contractor's internal monitoring unit, or findings identified by the WorkForce One program managers or the WorkForce One external monitoring unit within 30 days following the month in which the finding is identified and reported to Contractor shall result in Contractor's failure to perform in accordance with performance requirements related to monitoring.

7.9.9 Prior to negatively exiting any youth participant Contractor shall review the case file with their WorkForce One Program Manager.

7.9.10 Contractor shall perform student customer satisfaction surveys on a quarterly basis and shall turn over a copy of the actual surveys to the WorkForce One Program Manager within ten days following the close of each quarter.

## 7.10 Performance

7.10.1 In order for Contractor's program to be renewed for the period July 1, 2008 – July 1, 2009 contractor shall be required to meet all the performance elements described below:

### a. Zero Error Monitoring Findings

Contractor shall make all corrective actions, as determined necessary as a result of findings identified by (1) Contractor through their own required internal monitoring, (2) the WorkForce One Program Managers or (3) the WorkForce one external monitors, including the state was within thirty days of the issuance of the monitoring report. The corrective action must be accepted in writing by WorkForce One. Findings may

not exceed five percent (5%) of the files monitored, or of funds received, and no more than five percent (5%) of the contractor's data entry may be untimely or incorrect as determined by the WorkForce One Program Manager.

- b. Enrollment of a minimum of one hundred and twelve (112) out of school youth and sixty five (65) in school youth who have not previously been enrolled in the program. In order for a participant to be considered enrolled in Contractor's program for the purpose of being counted when determining whether Contractor has met the various performance payment described in Article 7 Section 7.10, participants must have attended the program of services provided by Contractor for five (5) consecutive business days following the participant's enrollment/registration in Contractor's program. To meet the enrollment component of the contract all enrollments must occur within the timeframes described in Article 7, Recruitment 7.2.
- c. Younger youth's attainment of their WIA youth goals as established in their individual service strategies. Ninety-Five (95%) percent of in school youth shall attain their WIA youth goal. If a youth obtains a goal within 12 months of enrollment and three months prior to exit a new goal must be set and attained prior to exit. The formula to be used for determining whether a goal has been met shall be as follows:

# of basic skill goals attained + # of work readiness skill goals attained + # of occupational skill goals attained

$$\frac{\text{\# basic skill goals} + \text{\# work readiness skill goals} + \text{\# occupational skill goals}}{\text{occupational skill goals established (set) for the youth during the period.}}$$

- d. Eighty-Five percent (85%) of in school youth enrolled in the program shall attain a high school diploma or GED. This shall be determined in accordance with the formula below:

*Of those enrolled in education at participation or any time during the program*

$$\frac{\text{Number of youth who attained a diploma, GED or certificate by the end of the 3rd quarter after exit}}{\text{Number of exiters}}$$

- e. Eighty Five percent (85%) of in school youth enrolled in the program shall be placed in unsubsidized employment, the



military, post secondary education, advanced training or a registered apprenticeship. Placements into unsubsidized employment shall be at an average of \$8.25 an hour. The formula to be used for determining performance shall be:

*Of those not employed, in the military, or in post-secondary education at participation*

Number of youth employed, in the military or enrolled in post-secondary education and/or advanced training or occupational skills training in the 1<sup>st</sup> quarter after exit  
 \_\_\_\_\_  
 Number of exiters

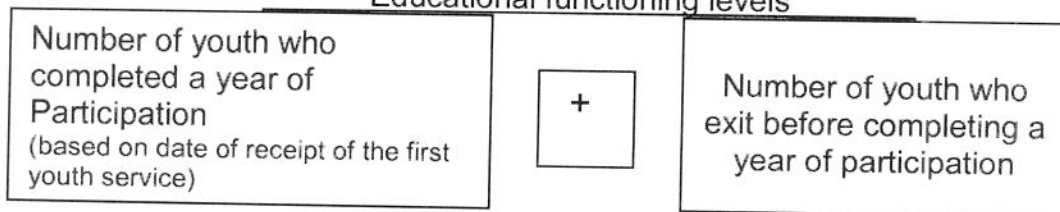
- f. Seventy Five percent (75%) of in school youth exiting the program and placed as defined in paragraph 'g' above shall be retained in unsubsidized employment, the military, post secondary education, advanced training or a registered apprenticeship. The period for determining retention shall be quarters two and three following the exit quarter.
- g. Eighty Eight percent (88%) of the out of school youth entering the program shall minimally complete the first occupational completion point and obtain a certificate of skills acquisition in accordance with the Florida frameworks, in accordance with the following formula:

*Of those enrolled in education at participation or any time during the program*

Number of youth who attained a diploma, GED or certificate by  
 \_\_\_\_\_  
 the end of the 3<sup>rd</sup> quarter after exit  
 Number of exiters

- h. Seventy percent (70%) of out of school youth shall attain a functional educational level within twelve months of the date they are enrolled.

*Of those out-of-school youth who are basic skills deficient*  
 Number of youth participants who increase one or more  
 Educational functioning levels



- i. Seventy Five percent (75%) of out of school youth shall be placed into unsubsidized employment at an average wage of \$9.00 an hour. Placement into unsubsidized employment shall be defined as participant's remaining in the unsubsidized position into which he/she is placed for a minimum of five (5) consecutive business days.

*Of those not employed, in the military, or in post-secondary education at participation*

Number of youth employed, in the military or enrolled in post-secondary education and/or advanced training or occupational  
skills training in the 1<sup>st</sup> quarter after exit  
Number of exiters

- j. Eighty-Five percent (85%) of the out of school youth placed as defined above shall be retained in employment for a minimum of six months in accordance with the WIA definition of retention. The period for determining retention shall be quarters two and three following the exit quarter.
- k. In calculating performance for the payment of benchmarks where there is no formula stated herein the state formulas in the balanced scorecard and in the absence of the state formulas, and / or the federal formulas for calculating performance shall be used.
- l. All employment verification forms submitted, as proof of employment must be signed by employers and/or include the source used as proof of income and a copy of the document.
- m. Contractor's performance calculation shall include all youth entered into the state's data systems. Once youth have been entered into the state's data system, youth may not be excluded from a determination of Contractor's performance.



EXECUTION PAGE

IN WITNESS THEREOF, the parties hereto have made and executed this document on the respective dates under each signature:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA by and through their CHAIR following Board action on the \_\_\_\_ day of \_\_\_\_\_, and WORKFORCE ONE signing by and through its President/CEO, following Board Action on the 26th day of April 2007.

AS TO THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

WITNESSED BY:

\_\_\_\_\_  
L.S. BY: \_\_\_\_\_

\_\_\_\_\_  
L.S. TITLE: Chair

DATE: \_\_\_\_\_

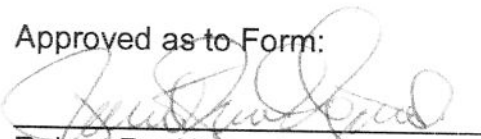
(Corporate Seal)

ATTEST:

\_\_\_\_\_

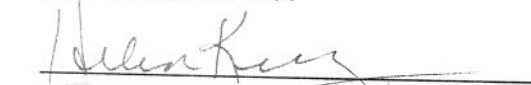
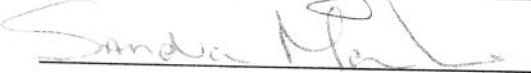
*Superintendent of Schools*


Approved as to Form:

  
Robert Paul Vignola  
Deputy General Counsel

AS TO WORKFORCE ONE

WITNESSED BY:

  
\_\_\_\_\_  
L.S.  
  
\_\_\_\_\_  
L.S.

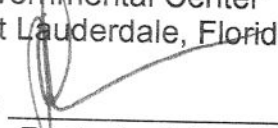
BY:   
(Signature)

MASON C. JACKSON

TITLE: PRESIDENT/CEO

DATE: 6/4/07

Approved as to form by  
Office of County Attorney for Broward County,  
JEFFREY J. NEWTON, County Attorney,  
Governmental Center  
Fort Lauderdale, Florida 33301

BY:   
\_\_\_\_\_  
Rochelle J. Daniels  
Assistant County Attorney

**EXHIBIT A**

**WORK ACTIVITY PLAN**

<b>Program Name:</b> <div>RATE<sup>2</sup> Responsibility, Awareness, Training, Employment and Empowerment Program PY2007-2008</div>		
<b>Component</b>	<b>Date</b>	<b>Expended Amount</b>
<b>Staff Hiring</b>	<b>July 2007</b>	<b>\$333,074</b>
<b>Facilities Acquisition</b>	<b>N/A</b>	<b>N/A</b>
<b>Recruitment</b>	<b>July 2007- June 2008</b>	<b>\$2,400</b>
<b>Service Delivery</b>	<b>July 2007- June 2008</b>	<b>\$142,670</b>
<b>Completion of Program Objectives</b>	<b>June 2008</b>	<b>\$9,055</b>

## PROPOSAL APPLICATION COVER PAGE

Organization Name: The School Board of Broward County, Florida  
 Program Name: Rate<sup>2</sup> - Responsibility, Awareness, Training, Employment and Empowerment

Organization Address 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

Federal ID # 59-6000530

Telephone (754)-3212647 Fax (754) 321-2634 Cell  
 E-Mail john.miracola@browardschools.com

Contact Person John J. Miracola  
 Title Director, Career, Technical and Adult Community Education

Total Funds Requested WIA Youth \$ 499,943 WTP Youth \$ N/A

Number to be Served 200 Older Youth (19 - 21) 120 Younger Youth (14 - 18) 80

# Out of School Youth 120 # In School Youth 80 # WTP Youth N/A

In Kind or non WIA /TANF Contributions to the Program Proposed \$ 0

Lowest funding level acceptable to operate project \$499,943 \* # of clients 200

Minority Business Owner N/A Certifying Agency \_\_\_\_\_

**\* Failure to complete with a specific dollar amount will result in a determination that the proposal is non responsive and it will not be read, submitted to review committees or considered for funding.**

Organizational Status:

☐ Corporation ☐ Sole Proprietorship ☐ Partnership ☐ Other ☐ For Profit ☐ Government  
☐ Not for profit ☒ Other Public Agency (Specify) Public School District

☒ Years in Business in Broward County 92+ Years in Business Elsewhere in the United States (Please Specify Locations) N/A

☒ Years delivering the same or similar services as those proposed 12+

Proposed Performance

# Participants	200	# Placed In Post Secondary Education	20
# Completions/Exits	180	# Obtaining a credential	200
# of Job Placements	180	#Attaining functional education level	200
Entered Employment Rate	95%		

*The undersigned certifies that they have read the proposal and agrees to all the terms and conditions stated therein. The undersigned certifies that they are authorized to submit this offer and to enter into a contract on behalf of the organization identified above.*

Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_ Typed Name: James F. Notter

Title: Interim Superintendent of Schools

EXHIBIT B

## TABLE OF CONTENTS

	PAGE
Proposal Application Cover Sheet	1
Description of Services Sought Under this ITN and Proposal Response Requirements	3
Executive Summary	3
Section 1 – Ability to Provide Program Elements	6
General	6
Recruitment	8
Eligibility Determination and Assessment	12
Development of Individual Service Strategy	15
Services to be Provided by Proposer	16
Follow Up	29
Coordination and Community Relations	30
Program Offices	32
Case Management and Counseling	33
Staffing	35
Data Entry and Monitoring	39
Performance	42
Organizational Information	45
Fiscal Capability – Budget	54

## Proposal Responsiveness Checklist - For Workforce One Staff Use

This form will be used prior to referring the proposal for consideration by the Review Committee. Any no answer will make the proposal non responsive and it will not be considered. You may wish to use it before submitting the proposal to assure that all required documents have been submitted and required elements have been addressed. Proposals which do not include required elements or which do not meet fiscal standards or are do not have the capacity to deliver services may not be considered.

Yes/No	Responsiveness Element
	Proposal was submitted by the deadline
	All required attachments and exhibits are included
	Original contains a disk or CD with an electronic version of the proposal <b>(NON-FATAL must correct within 24 hours of submission)</b>
	Proposals are submitted in loose leaf binders
	All required forms submitted and signed including the budget.
	All sections and questions completed.
	Work Activity Schedule is Completed
	Budget Is In Proper Format Using WF1 Excel Spread Sheets
	Budget is Complete and Within Cost Category Limitations
	Proposer has included information on lowest and intermediate funding slot levels
	Administrative costs are not greater than 5%
	The rate of profit proposed is not greater then 7.5% of the contract total minus participant payments
	Required signatures are included.
	Proposer has been in business in the United States for at least two years and has provided services to the target group proposed to be served
	The organization is not on a Federal or State Debarment List
	References forms are signed and included with the proposal response and have been checked
	Contractor has reviewed the boilerplate language on the website and certified that they will comply with the terms and conditions. See <a href="http://www.broward-workforce.org/ITNboilerplate.pdf">www.broward-workforce.org/ITNboilerplate.pdf</a> , then print out and attach the signed certification page.
	A Pre-award survey is indicated prior to being able to address fiscal or program capacity. Pre award surveys must be done for new providers or providers which have failed performance in the past or budget does not indicate sufficient fiscal capacity – further information is needed to find the proposal responsive
	Audit or financial statement is provided or has been submitted and is on file with the Legal Department, and audit was not qualified, references have indicated that there were no fiscal concerns
	If proposer is not a school and youth will be referred for training a procurement has been done to secure training or will complete prior to contract finalization
	Proposer can support their program without any advances
	One original and 12 copies of the proposal have been submitted
	Proposer had included a subsidized work activity in their program design and has included the funds necessary to pay for the activity in their budget
	Proposer is not charging for duplicate MIS costs
	Books and Records will be maintained and available in Broward County
	If training is proposed it is in a demand occupation in Broward County

**THE PROPOSAL RESPONSE SECTION IS DIVIDED INTO TWO (2) PARTS.**  
**PART A WILL BE GIVEN TO THE PROPOSAL REVIEW TEAMS**  
**EVALUATING THE PROPOSALS.**

**PART B MUST BE COMPLETED PRIOR TO CONTRACT NEGOTIATIONS IF**  
**PROPOSER IS SELECTED. PART B IS ATTACHED AT THE END OF THIS**  
**ITN**

**DESCRIPTION OF SERVICES SOUGHT UNDER THIS ITN AND PROPOSER**  
**RESPONSE REQUIREMENTS**

PROPOSERS MUST READ THE DESCRIPTION AND RESPOND TO THE INFORMATION REQUESTED UNDER EACH COMPONENT OF SERVICE

Executive Summary

Provide a two (2)-page summary of how proposer will provide the services outlined in the introduction and "Description of Program Services Requested" at the beginning of this ITN.

Indicate (1) the number of younger and older youth to be served, (2) the program components to be provided by proposer, (3) the program components to be provided by community partners by organization and service to be provided, (4) the projected outcomes for the youth and, (5) the time frames in which those outcomes will be realized.

The School Board of Broward County, Florida proposes to implement RATE<sup>2</sup> (Responsibility, Awareness, Training, Employment and Empowerment Program); a two pronged program targeting 12<sup>th</sup> grade in-school youth and out-of-school youth. The in-school youth component provides academic support services which facilitate students in the process of obtaining the GED/high school credential. The option for out-of-school youth integrates a maximum of 2250 hours in occupational skills training, assessment activities, competency skills training, academics, career counseling, job shadowing, and employability skills training in an effort to empower these youth. This program will identify a diverse demographic composition of youth from various locations across the county and will provide them with the opportunity to develop skills that will improve their lives and prepare them to be successful leaders in today's dynamic job market. Research conducted by PepNet and Sar Levitan Center has proven that access to and participation in the aforementioned components better prepares youth to meet the needs and challenges of the workplace. The overall outcome of this



program is that participants exit the program with the skills and credentials needed to succeed in the local labor market.

Based on the research and findings of "The Connection Point: Listening to the Voice and Aspirations of Disconnected Youth", sponsored by the Youth Development and Research Fund, the RATE<sup>2</sup> program will provide a wide array of job training, education, and employment services where youth engagement is the key component. The program intends to provide these services and training to at least 200 clients. Eighty will be younger youth and 120 will be older youth. It is expected that the performance outcomes of the program will be achieved within a three-year time period and will include short term and long term exits. The collaborative efforts of the Broward County Public Schools and Workforce One will provide the participant with assistance in overcoming previously identified barriers such as lack of transportation and childcare services; thereby, increasing the likelihood of program completion. From past experiences in similar programs, we project that the participant's successful performance will enable them to obtain and maintain employment.

The RATE<sup>2</sup> program intends to transform the in-school and out-of-school youth's attitude of apathy to that of engaged and motivated individuals. Program completers will have participated in occupational skills training programs, received upfront assessments and intensive career counseling from a caring adult, and will be employed in a job related to their occupational skills training experience.

This proposal incorporates strategies that utilize a variety of approaches to recruiting, training, counseling, and sustaining youth in an employment-training program that links to the Broward County community.

The first step in the new program will be the recruitment of participants. To connect youth to the program, we will be to explore partnering with counselors from SOS Village and Henderson group homes. Due to the broad student base in Broward County it is necessary to utilize a regional marketing approach to spread recruitment efforts across the district. This countywide recruitment effort will be first offered in the three major urban areas of the county. A Saturday event will be scheduled with significant involvement of youth to market and to attract other youth.

During the event, youth will learn about the program and will be provided informational packets that outline program requirements. They will participate in motivational activities that have been designed to capture or peak their interest. They will have an opportunity to meet prospective employers. Potential clients

will have the ability to register at the event and receive a schedule of the programs activities. Follow up activities such as interviews, review of applications and school records will be scheduled at a later time to determine final selection of participants. Once selected, notification will be made by mail to participants with an agreement for participation included in the materials. Each participant must sign the letter of agreement/commitment.

Follow-up recruitment activities will be conducted across the county to ensure that services are reaching a diverse group and that participants are able to enroll. The program facilitators will coordinate these activities. The registration process and commitment will be the same as the major recruitment effort.

There will also be intensive counseling services for each participant. The RATE<sup>2</sup> counselors, the Department of Juvenile Justice liaison, and the alternative/technical center counselors will provide on-call and scheduled career counseling services. By providing multiple individuals/resources for the counseling component, the counseling services will assist with increasing the program's ability to reach and sustaining the youth in the program.

Another component of the program is "A Day of Observation." This experience will occur prior to the participants entering the occupational skills training program. For one day, the participants will audit their program of interest. This observation will assist in matching the participant's area of interest with their career selection. The purpose of this strategy is to ensure the participant is making an informed decision about his/ her career choice.

The "Job Shadowing" component is another decision-making tenet. During the first marking period after the enrollment, participants will participate in job shadowing. This activity will enable the participants to become Responsible employees while bringing an Awareness of the Training requirements needed for successful Employment in a diverse workforce. Again, this is a support strategy to ensure participants' awareness of the needed skill-sets for the selected jobs as well as gives the participant an opportunity to demonstrate the skill-sets in the workplace. Responsibility and empowerment are embedded in all activities.

The program is proposed for implementation at Dave Thomas, Hallandale Adult and Whiddon Rogers Alternative Centers to obtain the high school credential and at Atlantic, McFatter and Sheridan Technical Centers.



## SECTION 1- ABILITY TO PROVIDE PROGRAM ELEMENTS

### GENERAL

- 1-1. How would the award of a contract for the services proposed fit within the overall vision and mission of your organization, complementing services already being provided in this community or elsewhere?

The School Board of Broward County, Florida's mission is to ensure that all students receive a quality education within a safe and secure learning environment. The RATE<sup>2</sup>, Responsibility, Awareness, Training, Employment and Empowerment program is designed to support this mission statement. This program is a two pronged program comprised of high school completion or attainment of occupational skills training program that improve schooling and career options for youth by incorporating PEPNet and Sar Levitan design elements in its programmatic framework. (1) The program uses youth development program best practices to address the educational and career needs of young people in a safe and secure learning environment. (2) RATE<sup>2</sup> builds connections between young people and competent, caring adults that allow for the integration of appropriate age and stage learning activities. (3) It leverages community resources to plan, implement and support the school to work model. (4) Intensive supportive services will be provided for youth to complete high school or occupational skills training. The youth will receive counseling, connections to needed social services and intensive case management.

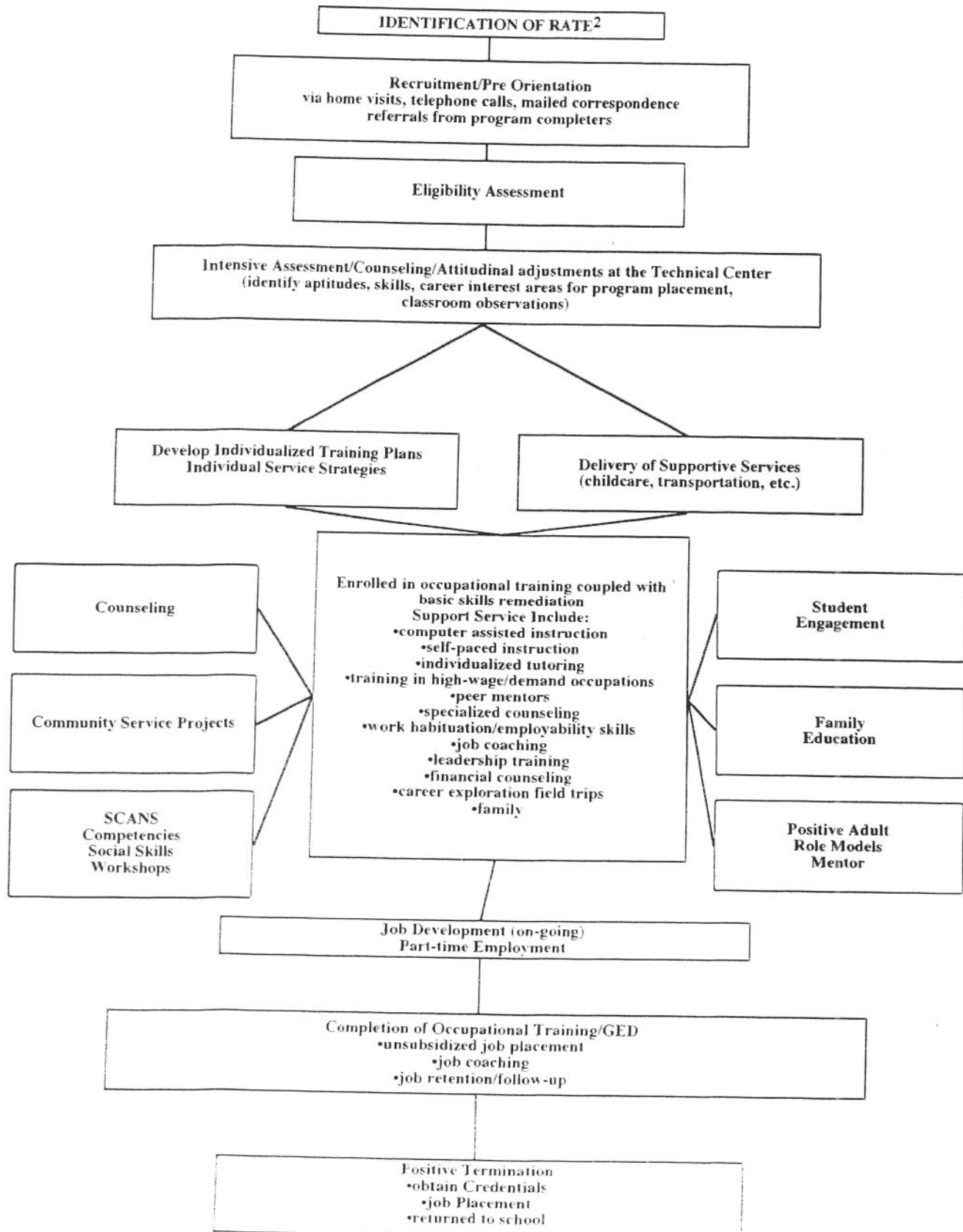
One of the goals of the RATE<sup>2</sup> program is to increase basic skill levels among juvenile offenders, children of Welfare parents, foster care youth transitioning to independent living and other economically disadvantaged youth. Participants will be focused on completing high school or occupational skills training while increasing literacy levels from enrollment in the program to attainment of a high school credential or an occupational completion point certification. Academics will be integrated with job specific training throughout the program. Research documents the success of programs following this design and is the rationale for proposing this delivery. This aligns to the district's goal of ensuring that all students will achieve at their highest potential.

This proposal expands the delivery of the program to an increased number of students at the technical centers and targeting adjudicated youth at alternative centers. The proposed sites are: Atlantic, McFatter, and Sheridan Technical Centers, and alternative centers - Dave Thomas, Hallandale Adult, Whiddon Rogers Alternative Centers. Delivery of this program at the six centers provides equitable resources available for students district wide.

Program components, include but are not limited to self-paced basic instruction with supports to address various learning styles and multiples intelligences, occupational skills training for youth enrolled in this program strand, family education workshops, mentoring to assist with goal attainment, part time employment, leadership development, community service and related support services. These components require the development of a network of community businesses and agencies that will provide supportive resources and rich connection to the workplace. This network of community support aligns to the District's goal to have all stakeholders work together to build a better school system.

- 1-2. Provide a flow chart, which tracks clients to be served under this proposal, beginning with outreach and recruitment through positive termination and follow up. Describe services to be received at each step. Include detail of services that will require coordination from other agencies or service providers. Explain proposer's role in the provision of outreach recruitment, eligibility determination, assessment, development of the Individualized Service Strategy (ISS), referral to other service providers including for training, data entry, and follow up. Indicate how these services would be provided. Describe any subsidized work site development and placement of the youth. Provide the tracks for in school youth, and out of school youth.

**THE SCHOOL OF BROWARD COUNTY, FLORIDA  
RESPONSIBILITY, AWARENESS, TRAINING, EMPLOYMENT AND EMPOWERMENT  
(R.A.T.E.<sup>2</sup>) - YEAR ROUND YOUTH PROGRAM  
SY 2007/2008  
FLOWCHART**



## RECRUITMENT

- 2-1. Describe proposer's experience in recruiting in school youth. Include information about programs proposer has operated in the past, the program goals for recruitment and whether the program goals for recruitment and enrollment were met.

In the past the proposer has been successful with recruitment of in-school youth. Presentations to community agencies, to parent groups, at recreation centers, community centers, in school classes, at churches, contact at athletic events and most effectively through referrals from former students, as well as, relatives and friends of former students who attested to the program success. Flyers and posters have been used to further market the program. Recruitment goals were met for programs years 2003/2004, 2004/2005 and 2005/2006.

- 2-2. Describe proposer's experience in recruiting out of school youth. Include information about programs proposer has operated in the past, the program goals for recruitment and whether the program goals for recruitment and enrollment were met.

In the past the proposer has been successful with recruitment of out of school youth. Presentations at community agencies, to parent groups, at recreation centers, community centers, at churches, contacts at athletic events and most effectively through referrals from former students, as well as, relatives and friends of former students who attested to the program success. Flyers and posters have been used to further market the program at various locations throughout the community including One Stop Centers, schools and agencies. Recruitment goals were met for program years 2003/2004, 2004/2005, and 2005/2006.

- 2-3. Describe the specific recruitment strategies to be used for in-school youth (usually but not always aged 14 – 18).

Collaboration with the Department of Juvenile Justice district liaison will provide an opportunity for students to have adult support to assist with determining the best program service match for students to achieve high school completion and to move into employment or occupational training. Referrals from other community organizations will increase the number of youth participating in this program. This connection will assist with determining the best options for students.

Establishing a linkage and coordinating with group home counselors to identify youth aging out of foster care will be a major focus for program recruitment. Individual and small group presentations will provide opportunities for personalization. Data from the Educational Technology Services Department of The School Board of Broward County, Florida will also be used to identify the economically disadvantaged population. Program staff will use this data to make home visits, telephone calls, and mail recruitment flyers to identified youth. Long-term and short-term benefits will be explained in communication with prospective students. An awards program which will provide incentives for the attainment of attendance, achievement and behavioral objectives will also be explained. Field trips to technical centers will showcase experiences offered in the program. At the centers, recruits/parents/ adult supports will have the opportunity to confer with students currently in the program, and/or other student services personnel and will be able to observe students engaged in occupational skills training.

- 2-4. Describe the specific recruitment strategies to be used for out of school (usually but not always equates to youth aged 18 and over, includes high school drop outs under 18).

In collaboration the Department of Juvenile Justice liaison, the proposer will provide an opportunity for students to have adult support to assist with determining the best program service match for students to achieve high school completion and to move into employment or occupational training. Referrals from the community organizations will increase the options for youth participating in various programs. This connection will include coordination to provide the best options for students. Exploring the option and establishing a linkage to coordinate with SOS Children's Village and Henderson group home counselors to identify youth aging out of foster care will be a major focus for program recruitment. Individual and small group presentations will provide opportunities for personalization. Data from the Educational Technology Services Department of The School Board of Broward County, Florida will also be used to identify the economically/disadvantaged targeted population. Program staff will use this data to make home visits, telephone calls, and mail recruitment flyers to identified youth. Long-term and short-term benefits will be explained. An awards program which will provide incentives for the attainment of attendance, achievement and behavioral objectives will also be explained.

Individual and group visits to the technical centers will be coordinated for prospective youth. At the centers, recruits will have the opportunity to confer with students currently in the program, and/or other student services personnel and observe students in classes and laboratories.

- 2-5. How will proposer target recruitment to attract the WorkForce One target groups: (1) youth offenders, (2) youth whose parent(s) are on welfare, and (3) youth who are transitioning to independent living?

In collaboration with the Department of Juvenile Justice liaison, the proposer will target youth offenders who are seeking employment and need training to reach this goal. Moreover the proposer will contact the Department of Children and Families to coordinate dissemination of program information and conduct informational sessions for welfare parent(s) to make them aware of opportunities for youth. Follow-up contact will be made with interested parent(s). In addition, 12<sup>th</sup> grade youth at alternative centers who will be transitioning to independent living will be identified through contact with group homes.

- 2-6. Name the organizations with which proposer has a collaborative relationship and from which proposer expects to be able to recruit youth. Indicate the number of in-school and out of school youth expected to be recruited through these collaborative relationships.

The proposer has a collaborative relationship with the liaison at the Department of Juvenile Justice alternative centers. The proposer expects to recruit 20 youth in school and 20 out of school. Exploring and establishing a relationship with SOS Children's Village and Henderson group home counselors will identify youth transitioning to independent living as recruits for the program.

- 2-7. How will proposer assure sufficient youth are recruited to enroll 534 out of school youth and 395 in school youth?

The proposer is committed to recruiting and enrolling 120 out of school youth and 80 in school youth towards reaching the goal to enroll 534 out of school youth and 395 in school youth.



- 2-8. How will proposer assure that youth recruited are from all areas of Broward County?

The proposer will use a marketing plan utilizing the Youth Development and Research Fund model which engages youth in the recruitment of students for the program. Students will develop brochures, flyers and materials for information packets to be disseminated to schools, agencies, organizations, and will create public service announcements. Applications received will be assessed to assure that youth are represented from all areas of Broward County. If it is found that any area is not represented, an effort will be made to specifically target those areas for the recruitment of youth.

## ELIGIBILITY DETERMINATION AND ASSESSMENT

- 3-1. Has proposer ever been responsible for eligibility determination for a federal grant program? If yes, describe the process.

**Yes.**

**The proposer has been responsible for determining eligibility for students enrolled in federal grant programs including WIA and WTP programs. The process consisted of:**

- **submission of a program application**
- **verification of income eligibility**
- **submission of copies of all required legal documentation**
- **assessment and verification of eligibility packet**
- **notification of eligibility**

- 3-2. How will proposer familiarize themselves with WIA youth eligibility requirements?

**Proposer will familiarize themselves with WIA youth eligibility requirements by accessing State of Florida Agency for Workforce Innovation and the Department of Labor web sites, referring to WIA regulations, and code of law.**

- 3-3. How will proposer assure that eligible youth are enrolled in ratios that will assure expenditures of a minimum of fifty percent (50%) of the WIA funds awarded on out of school youth?

**The proposer's out of school youth to in-school youth ratio is almost 2 to 1. This ratio will assure that expenditures for out of school youth will meet the minimum of 50% of the WIA funds.**

- 3-4. How will proposer orient every youth regarding the program and services available?

**Orientation is held for youth and may include their parents/guardians/relatives/other adult supporter. Program eligibility requirements and benefits will be shared with youth, parents/guardians, relatives and other adults. Parents and/or youth are required to sign forms which commits the youth to active participation in the program. Phase I of the eligibility process is initiated to ensure that WIA eligibility requirements are met and that the families are willing to provide required documentation to establish eligibility.**



3-5. Describe the assessment process and answer the following questions.

a. What instruments other than TABE will be used?

EmployFlorida Self-Assessment will be used to determine areas of service and career interests. The TABE is the instrument used in the assessment process to facilitate requirements for placement and services. The alternative and technical centers administer the TABE to determine student levels for enrollment in occupational skills training and to write the prescription to remediate in preparation for obtaining the high school credential. To meet the criteria for the occupational skills certification credential students must meet the minimum competence level of the TABE.

b. How will WIA goals be set?

At the time of registration goals will be set based upon the results of the TABE.

c. How will youth interests and motivations be addressed?

Youth interests and motivations will be addressed to meet the fast paced and highly interactive environments in which they live. They are interested in programs that provide rewards such as monetary or other purchase options such as gift stipends and vouchers, academic credits and recognitions. They are motivated to participate and complete programs that allow them to experience a variety of activities. Project based and contextual learning experiences will be incorporated to engage youth to become involved in the planning, organizing, implementing and recruiting other participants. Students like to be leaders and to be decision makers in the programs in which they participate. Through the use of the Youth Development and Research Fund model for recruitment and orientation, staff will be trained. The Self-Assessment and Youth Assessment will be used to develop the program strategic plan. Research also indicates that other effective strategies to promote interest of youth in programs are adult support and guidance, structure and expectations all of which will be program components. Students will receive incentives for participation at designated benchmarks.

- d. At what point in the assessment process will TABE tests be administered to determine basic skills deficiencies?

**During the assessment process TABE tests will be administered at the time of registration.**

- e. Please attach assessment instruments.

**Assessment instruments are found in the Appendix.**

- 3-6. How will non-English speakers be provided a general orientation and what provisions are being made in the delivery of program services for speakers of other languages?

**As staff conducts extensive interviews with potential participants and their families prior to a general orientation session, they will determine if there are any non-English speakers in the audience. The SBBC has a Multicultural Department that provides translators in all languages. The CTACE Department has many staff members who are multilingual and are available to assist on an as needed basis. These resources and the resources that are available in all schools will be used in the delivery of program services. In addition recruitment materials, flyers and other pertinent documents will be made available in the majority of non-English speaking languages.**

## DEVELOPMENT OF INDIVIDUAL SERVICE STRATEGY

- 4-1. Describe the individual service strategy (ISS) process.

During the initial counseling phase, the teacher establishes rapport with the participant and begins to build a foundation of trust. The student will complete the WIA Career Plan Questionnaire (a School Board designed WIA learning plan), EmployFlorida Self- Assessment Survey, and the Budget Planner. The individual service strategy is developed and will be used as a guide to program services for the participant. The teacher explains that the ISS is designed to meet individual needs and will be revisited and revised on an as needed basis. The assessment/eligibility phase takes three to four hours. Phase I is the eligibility phase. Assessment is scheduled, conducted and once completed; participant registration is entered into the EmployFlorida tracking system. Phase II includes the site enrollment. Program staff creates a student file that is maintained at the school site and the official file is maintained at the district office. The participant is then officially enrolled.

- 4-2. Detail how an ISS will be developed and used to direct the services to be provided to participants.

The Individual Service Strategy (ISS) will be used to identify the individual services needed for each participant. It supports the holistic approach and ensures the attainment of WIA program components/goals. Identifying the youth's interest coupled with an assessment of their support needs helps the teacher identify specific services needed to support each student. Life skill issues are also addressed and referrals are made to appropriate agencies on an as needed basis.

- 4-3. Please attach any instruments, which will be used to develop the ISS.

To develop the ISS the three (3) instruments that will be used are: EmployFlorida Self-Assessment, WIA Career Plan Questionnaire, and the Budget Planner.

## SERVICES TO BE PROVIDED BY PROPOSER

5-1. Indicate services to be offered by proposer:

X	Basic skills remediation younger youth
X	Basic skills remediation older youth
N/A	Dropout prevention - This includes the provision of tutoring, study skills and instruction to youth in high school including those in alternative education.
N/A	Summer Work Experience
N/A	Work Experience
X	Skills Training
X	Leadership training - Leadership training may consist of any or a combination of the following activities
N/A	Family planning education
X	Matching youth with caring adults/mentors
X	12 month follow up
X	Work readiness skills
	Other (Please specify)

5-2. For **each service** to be directly provided by proposer

### **Basic Skills Remediation for Younger Youth**

a. Describe proposer's experience in providing the proposed service.

The proposed program will upgrade participant's basic skill levels and provide academic assistance in reading, language arts, and mathematics. Basic skill levels of each participant will be assessed regularly. Assessment results will be utilized to develop an individualized basic skills remediation plan for each student. Participants will also receive vocational preparatory instruction which is aligned with his/her occupational skills program. The curriculum frameworks for each training program identifies the basic skill levels the student will attain prior to program completion.

b. Describe proposer's successes and failures in delivering the proposed services.

Improvement on TABE, improvement of grades on report cards because of attendance in after school activities, and continuous individualized monitoring and support provided successes for younger youth. Failures included students dropping out of the

program and family issues which interfered with attendance and performance.

c. List and describe the components of each service activity.

- After school academic support
- Individualized support
- Guidance and counseling
- Conference with teachers, parents, and student

d. If a subsidized or unsubsidized work experience is proposed: **N/A**

1. Will it be subsidized or unsubsidized?
2. What will be the length of the work experience?
3. How many youth will be offered a work experience?
4. How many hours a week will be spent in work experience?
5. What funds will provide the wages for the youth?
6. How will worksites be developed?
7. Will youth receive a real or simulated work experience?

#### **Basic Skills Remediation for Older Youth**

a. Describe proposer's experience in providing the proposed service.

The proposed program will upgrade participant's basic skill levels and provide academic assistance in reading, language arts, and mathematics. Basic skill levels of each participant will be assessed regularly. Assessment results will be utilized to develop an individualized basic skills remediation plan for each student. Participants will also receive vocational preparatory instruction which is aligned with his/her occupational skills program. The curriculum frameworks for each training program identifies the basic skill levels the student will attain prior to program completion

b. Describe proposer's successes and failures in delivering the proposed services.

Seventy-five percent (75%) of the students met proficiency and obtained occupational certification. Issues which contributed to failures included students dropping out of the program and family issues which interfered with attendance and performance.

c. List and describe the components of each service activity.

- After school academic support
- Individualized support
- Guidance and counseling
- Conference with teachers, parents, and student

- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
1. Will it be subsidized or unsubsidized?
  2. What will be the length of the work experience?
  3. How many youth will be offered a work experience?
  4. How many hours a week will be spent in work experience?
  5. What funds will provide the wages for the youth?
  6. How will worksites be developed?
  7. Will youth receive a real or simulated work experience?

#### **Dropout Prevention**

- a. Describe proposer's experience in providing the proposed service.  
**Proposer provides participants with positive alternative activities that promote remaining in the program and the importance of training/education.**
- b. Describe proposer's successes and failures in delivering the proposed services  
**Proposer had high retention rates which resulted in low dropout rates.**
- c. List and describe the components of each service activity.  
**Incentive Plans were implemented and SCANS workshops were conducted for participants.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
1. Will it be subsidized or unsubsidized?
  2. What will be the length of the work experience?
  3. How many youth will be offered a work experience?
  4. How many hours a week will be spent in work experience?
  5. What funds will provide the wages for the youth?
  6. How will worksites be developed?
  7. Will youth receive a real or simulated work experience?

#### **Skills Training**

- a. Describe proposer's experience in providing the proposed service.  
**The program facilitator will initiate the process for participants to be enrolled in occupational skills training.**
- b. Describe proposer's successes and failures in delivering the proposed services



Student success is obtained because of the relationship, between student, teacher and facilitator which allows for monitoring of student attendance and grades. If students are encountering difficulties tutoring can be provided by the facilitator and outside resources. Failures include lack of interest in selected program. .

- c. List and describe the components of each service activity.  
**The components of skills training include career assessment and classroom observations and enrollment in occupational training.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
  - 1. Will it be subsidized or unsubsidized?
  - 2. What will be the length of the work experience?
  - 3. How many youth will be offered a work experience?
  - 4. How many hours a week will be spent in work experience?
  - 5. What funds will provide the wages for the youth?
  - 6. How will worksites be developed?
  - 7. Will youth receive a real or simulated work experience?

#### **Leadership**

- a. Describe proposer's experience in providing the proposed service.  
**Through engagement in community service projects, team building activities, and SCANS competency training participants are empowered to be assertive, responsible leaders.**
- b. Describe proposer's successes and failures in delivering the proposed services.  
**Students were successful in community service projects involving, Women In Distress, Children In Distress, Children and Families, WorkForce One Annual Food Drive and the Ronald McDonald House.**
- c. List and describe the components of each service activity.  
**Using a project based learning approach students select a project, identify leaders, develop and implement a plan of action.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
  - 1. Will it be subsidized or unsubsidized?
  - 2. What will be the length of the work experience?
  - 3. How many youth will be offered a work experience?
  - 4. How many hours a week will be spent in work experience?
  - 5. What funds will provide the wages for the youth?
  - 6. How will worksites be developed?
  - 7. Will youth receive a real or simulated work experience?

### Matching Caring Adults

- a. Describe proposer's experience in providing the proposed service.  
**The program facilitator is the caring adult that provides each participant with necessary supports to be successful.**
- b. Describe proposer's successes and failures in delivering the proposed services  
**A strong bond is developed and the program facilitator becomes the advocate and broker for the participant resulting in the participant feeling assured that success can be obtained.**
- c. List and describe the components of each service activity.  
**Program facilitator has consistent weekly contact with each participant ensuring that participant is on track and has needed services.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
  - 1. Will it be subsidized or unsubsidized?
  - 2. What will be the length of the work experience?
  - 3. How many youth will be offered a work experience?
  - 4. How many hours a week will be spent in work experience?
  - 5. What funds will provide the wages for the youth?
  - 6. How will worksites be developed?
  - 7. Will youth receive a real or simulated work experience?

### 12 Month Follow-Up

- a. Describe proposer's experience in providing the proposed service.  
**Program facilitator monitors each participant a minimum of once monthly and provides assistance with any identified issues.**
- b. Describe proposer's successes and failures in delivering the proposed services  
**The program facilitator maintains on-going communication with participant. This linkage has allowed facilitator the opportunity to provide additional support. The transient nature of participants has resulted in inability to communicate.**
- c. List and describe the components of each service activity.  
**Program facilitator completes follow-up components using the following strategies: telephone calls, home visits, mailings, parental and family contacts, text messaging and e-mails.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
  - 1. Will it be subsidized or unsubsidized?
  - 2. What will be the length of the work experience?
  - 3. How many youth will be offered a work experience?
  - 4. How many hours a week will be spent in work experience?
  - 5. What funds will provide the wages for the youth?



6. How will worksites be developed?
7. Will youth receive a real or simulated work experience?

#### Work Readiness

- a. Describe proposer's experience in providing the proposed service.  
**Program facilitator coordinates SCANS workshops which provide training for employment and career success.**
- b. Describe proposer's successes and failures in delivering the proposed services  
**Students implement the skills required by attending and participating in interactive SCANS and career workshops.**
- c. List and describe the components of each service activity.  
**Program facilitator completes work readiness components using the following strategies: administering career assessment and interest inventories, resume writing application process, mock interviews, and Dress for Success.**
- d. If a subsidized or unsubsidized work experience is proposed: **N/A**
  1. Will it be subsidized or unsubsidized?
  2. What will be the length of the work experience?
  3. How many youth will be offered a work experience?
  4. How many hours a week will be spent in work experience?
  5. What funds will provide the wages for the youth?
  6. How will worksites be developed?
  7. Will youth receive a real or simulated work experience?

- 5-3. How will youth input be integrated into the program services offered?

**Youth will design and conduct surveys to assess the program services and make recommendations using the Youth Development Research Fund recruitment and retention guidelines.**

- 5-4. How will proposer ensure out of school youth will obtain a credential? I see this as a challenge to any provider that works with the youth and think it is important to know how this will be accomplished when choosing providers.

**The SBBC has the capacity to award the high school or occupational skills training credentials to successful program completers. This two-pronged program is designed for participants to receive the credential at completion of the selected strand which will be either completion of high school or occupational skills training. Participants in the high school completion strand will be provided**

remedial and/or tutorial assistance and be given positive reinforcement by the program facilitator and student support staff at the alternative centers. The program facilitators will assess individual student learning styles and will identify the specific tools/instructional strategies needed to help each participant succeed. The following elements of the program design that will ensure goals are met for the occupational strand includes self-paced basic skills instruction, occupational training in a classroom setting, academics integrated with job specific training, support of caring adults, work habituation and retention skills incorporated into the program design include, but not limited to: developing SCANS competencies, employability skills, job seeking/retention skills, social skills, positive attitudes, and other tools required to succeed in the mainstream world of work.

5-5. How will the proposer provide meaningful services for the target populations:

- (1) Youth Transitioning to Independent Living
- (2) Ex-Offenders
- (3) Children of Welfare Families

These youth are often connected to another system that has its own program participation requirements, which require time commitments of the youth. As a result the youth have difficulty participating in other programs due to commitments with the other system although linking the programs to employment is a desired outcome for the youth.

How will the proposer will work with these systems and be flexible in providing services in order to ensure these youth can be served effectively?

The proposer will work with group homes, the Department of Children and Families, the liaison with the Department of Juvenile and other systems to collaboratively identify and coordinate services for students. Participating in regular meetings and maintaining weekly contacts with agency counselors will be essential elements of this process. Facilitators will adjust their schedules in a manner consistent with the needs of the students. For example, the facilitator will be available to students on as needed basis, by telephone and after school. Group and individualized face to face appointments will be available to these students at a non-traditional school setting such as a public library or community center. The

goal is for every participant to have ample opportunity to interact with the facilitator and to be the recipients of all program benefits by using techniques that have validated success and encourage retention including (1) teachers as caring adults providing comprehensive guidance, (2) teachers facilitating mentor matches and relationships with other positive adult role models, (3) teachers delivering academic tutorial/remedial support (4) conflict resolution training, (5) exploring alternatives, (6) peer counseling, (7) career awareness, planning /readiness, and (7) referrals for other services.

5-6. What services if any will be provided by a community partner?

Y/N	Service/Activity	Name of partner organization or educational institution
	Basic skills remediation younger youth	
	Basic skills remediation older youth	
	Dropout prevention - This includes the provision of tutoring, study skills and instruction to youth in high school including those in alternative education.	
	Summer Work Experience	
Y	Work Experience	
	Skills Training	
	Leadership training - Leadership training may consist of any or a combination of the following activities	
Y	Family planning education	Planned Parenthood
Y	Matching youth with caring adults/mentors	WorkForce One
	Twelve (12) month follow up	
	Work readiness skills	
	Other (Please specify)	

5-7. If work experience will be delivered by a community partner:

- Will it be subsidized or unsubsidized?  
**The work experience will be unsubsidized.**
- What will be the length of the work experience?  
**The length of the work experience will vary based on individual schedules.**

- c. How many youth will be offered a work experience?  
**All students in the program will have the option to work part-time.**
- d. How many hours a week will be spent in work experience?  
**The average of twenty (20) hours a week will be spent in a work experience.**
- e. What funds will provide the wages for the youth?  
**Community business partners will provide wages for youth.**
- f. How will worksites be developed?  
**Teachers will access the established employer data base and continue to develop jobs for youth.**
- g. Will youth receive a real or simulated work experience?  
**Students will be engaged in a real work experience.**
- h. What agreement will be in place with the host worksite?  
**A Worksite Agreement will be signed by the employer.**

5-8. Describe a typical day for a youth enrolled in your program.

#### Typical Teacher Planning Day

Begin	End	Description of Activity
9:00	9:15	Critical Thinking/Decision Making/Team Building/SCANS Competencies <ul style="list-style-type: none"> <li>(a) Building Sense of Self and Group</li> <li>(b) Building Youth Responsibility and Leadership Skills</li> <li>(c) Community Service Activity Leadership Skills</li> <li>(d) Collaboration with Peers</li> </ul>
9:15	10:15	Workshop Presentation 1 – Planned Parenthood "How To Say No" - abstinence <ul style="list-style-type: none"> <li>• Student discussion of topic</li> <li>• Collaboration with peers</li> <li>• SCANS competencies emphasis</li> </ul>
10:30	11:30	Workshop Presentation 2 – JC Penney "Dress For Success" <ul style="list-style-type: none"> <li>• Student discussion of topic</li> <li>• Collaboration with peers</li> <li>• SCANS competencies emphasis</li> </ul>
11:30	12:00	<ul style="list-style-type: none"> <li>▪ Wrap up activities</li> <li>▪ Conduct student survey to determine what areas to present at upcoming workshops</li> <li>▪ Evaluation of workshop activities</li> </ul>

## Typical Daily Schedule

Begin	End	Description of Activity
7:45	7:55	Student signs in on classroom attendance timesheet
8:00	10:15	Student in attendance in the Optometric Tech Program Optometric Tech theory and practical application
10:15	10:30	Student Break Student checks in with resource teacher
10:30	11:30	Student in attendance in the Optometric Tech Program Optometric Tech theory and practical applications
11:30	12:00	Lunch Student signs in and out for lunch on the classroom attendance timesheet
12:00	2:30	Student in attendance in the Optometric Tech Program Optometric Tech - Lab
2:30	4:00	Student attends and actively participates in Employability Skills Workshop
Weekend	Weekend	Student will attend and actively participate in a Community Service Project – at Women In Distress
<b>Activity dates, times, and actions will vary depending on the day, school, time, and situation.</b>		

- 5-9. If youth are out of school their goal must be employment, enrollment in post secondary school and basic skills remediation if they are basic skills deficient? How will proposer engage this group in remediation services? What elements of the program design will ensure the youth gain a functional educational level?

The goal for out-of-school youth will be successful entry into the job market. The following elements of the program design will ensure goals are met: self-paced basic skills instructions, occupational training in a classroom setting, academics integrated with job specific training related support services, job placement assistance, caring adults, and multiple coordinated services. Work habituation and retention skills incorporated into the program design include, but not limited to: developing SCANS competencies, employability skills, job seeking/retention skills, social skills, positive attitudes, and other tools required to succeed in the mainstream world of work. Research indicates that the most effective strategies to promote the retention of youth in programs is adult support, structure and expectations; a combination of guidance and connections to the



workplace; and support and follow-up. Out-of-school youth for this program will also receive incentive dollars while in attendance. This proposal includes these effective strategies.

- 5-10. For those for whom basic skills is a goal, please describe the approach to be taken for in school youth and the approach for out of school youth.

The proposed program will upgrade participant's basic skill levels and provide academic assistance in reading, language arts, and mathematics. Basic skill levels of each participant will be assessed regularly. Assessment results will be utilized to develop an individualized basic skills remediation plan for each student. Participants will also receive vocational preparatory instruction which is aligned with his/her occupational skills program if enrolled in this program strand at the technical centers. The curriculum frameworks for each training program identifies the basic skill levels the student will attain prior to program completion.

- 5-11. Describe the methodology to be employed to impart basic skills remediation.

Individualized, small group instruction and computerized instruction will be used in basic skills remediation. The proposed program will upgrade participant's basic skill levels and provide academic assistance in reading, language arts, and mathematics. Basic skill levels of each participant will be assessed regularly. Assessment results will be utilized to develop an individualized basic skills remediation plan for each student. Participants will also receive vocational preparatory instruction which is aligned with his/her occupational skills program. The curriculum frameworks for each training program identifies the basic skill levels the student will attain prior to program completion.

- 5-12. How will a zero pregnancy rate, ninety-five percent (95%), be attained for all youth in the program?

A zero pregnancy rate will be attained for all youth in the program by the use of curriculum which focuses on youth making informed choices, workshops, guest speakers, and counseling. Facilitators will encourage youth to participate in positive alternative activities.

- 5-13. What elements of proposer's program will assure that in school youth graduate?

Program elements that will assure that in school youth will graduate are the following:

- Self-paced basic skills instructions, incentives, job placement assistance, caring adults, and multiple coordinated services. The involvement of parents, other support persons, and peer support will also encourage students to stay focused. Additionally elements that have been identified by research as the under gird for effective youth programs.
- Adult support structure and expectations staff who, in addition to facilitating the above listed elements will have the responsibility to advocate, guide, mentor, encourage, motivate, and provide on-going supportive services which are essential to retaining students who are economically and disadvantaged and at-risk of dropping out of school.
- Youth as resources participants will be trained to contribute to the community.
- Guidance and rich connections to work-based learning activities will help them appreciate the relevancy of academic learning. SCANS competencies will be taught and team-building/leadership skills will be developed to assist them in seeing the relevancy of completing high school and acquiring skills that serve them in reaching their goals.

5-14. How many hours will be devoted to job seeking skills and/or workplace maturity skills?

Sixty program hours will be devoted to job seeking and/or workplace maturity skills.

5-15. WorkForce One hopes to be able to provide a list of volunteer mentors to proposers selected. Does proposer also have access to mentors? How will mentors be matched and recruited for the youth?

There is access to mentors through the District mentoring office. Mentors will be recruited through this resource and the list provided by Workforce One. Contacts with other agencies such as Big Brothers/Big Sisters will also be used to identify mentors. Mentors will be matched with youth through the process of using information



gained from surveys of interest, interviews, and similarities in background.

- 5-16. How will proposer incorporate SCANS skills into the programs elements (see [www.ed.gov](http://www.ed.gov))?

**SCANS Competencies** - SCANS competencies will be integrated in the delivery of all program components. Students will develop team building, communication, self-esteem, and other "soft-skills" identified as critical to success in the mainstream world of work.

- 5-17. How will proposer ensure older and out of school youth are placed into part-time jobs while in the program?

To ensure that older and out-of-school youth are placed into part-time jobs while in the program the proposer will utilize business partner contacts, job fairs throughout the county, and EmployFlorida website to access available employment opportunities. Individualized and group job seeking skill development competencies will be used in preparation for interviewing. Strategies used to ensure retention on the job will include monitoring students and maintaining contact with employers.

## FOLLOW UP

- 6-1. In proposer's experience what constitutes successful post program follow up?

**Staff** has previously demonstrated the capability of maintaining contact with program completers during the follow-up period by telephone calls to the student or registrar's offices to verify enrollment. The relationship forged between the participants and staff; however, results in the former participant frequently contacting staff.

- 6-2. What strategies will be employed to track participants throughout the program and for twelve (12) months following exit?

**Strategies that will be employed to track students throughout the program and for twelve (12) months following exit include:**

- Communication with students face to face or via e-mail, cellphone/text messaging, home telephone or mailings
- Monitoring student weekly attendance and performance
- Contact with instructors
- Verification of employment
- Communication with employer
- Verification of post-secondary enrollment
- Communication with parents/guardians/relatives or adult supporter

## COORDINATION AND COMMUNITY RELATIONS

- 7-1. How has proposer made themselves aware of programs currently available to youth in Broward County through WorkForce One and other providers?

**Yes, the proposer is aware of all programs available to youth through WorkForce One and other providers. The proposed program is an initiative that was launched in response to a request from WorkForce One to provide students in the targeted population a school to work experience.**

- 7-2. How will the services proposed complement and not duplicate services currently in place in the county?

**The proposer provides services that are unique in that they not only assist clients to attain the skills needed to become credentialed, but the proposer also has the ability to grant the needed credential such as a high school diploma, GED and Occupational Skills credential. The proposer complements other entities within the county by being able to take the clients served to and through the final step to being credentialed.**

- 7-3. Describe how proposer's, contacts, partnerships with other entities serving youth, knowledge of the labor market, and special expertise will be used to accomplish the goals of the program?

**The School Board of Broward County, Florida is among the largest school districts in the nation. As such, extensive resources are available to assist in accomplishing the goals of this program. As the lead agency in Broward County of the School to Work initiative and as a provider of successfully facilitated JTPA and WIA programs, the School Board has demonstrated the expertise to accomplish the goals of this program for youth. The School Board remains abreast of labor market information and new trends/initiatives (locally and nationally) by participating on the Broward County Coordinating Council, The Broward Alliance and The Workforce Development Board. The School Board also attends national conferences that address the delivery of youth programs, maintains advisory boards comprised of representatives of the business community and maintains linkages with community based organizations.**

- 7-4. What coordinative or collaborative relationships does the proposer have with the employer community or other public agencies, which will make the implementation of the program activities successful and meet the performance goals?

The proposer is the School Board of Broward County, Florida with an expansive network of partners in the employer community and other public agencies. Partners will be used to enhance community service projects, internships, employment and in the delivery of supportive services.

- 7-5. How will critical gaps in services be identified and how will proposer leverage or coordinate the services needed?

Critical gaps in service are identified via counseling sessions with individual participants and/or with family members. Conferences with classroom teachers and school administrators also help to assess if additional services are needed. School resource officers, guidance counselors, and other appropriate staff deliver support and collaborate with the resource teacher/counselor in the identification of gaps and the services available. Referrals have previously been made to mental health clinics that work with individual schools. Critical gaps are discussed in monthly meetings with staff to identify appropriate community services.

- 7-6. Will proposer need to enter into agreements with program partners in order to provide program activities? If yes, when will this occur? What will happen if these agreements are not realized?

Yes.

As a part of the implementation plan the agreement will be finalized and required signatures obtained prior to service delivery. If agreements are not realized, the proposer will make required adjustments to program strategies.

## PROGRAM OFFICES

8-1. Will all program sites, including those of partner agencies, be disabled accessible?

**Yes.**

**All program sites, including those of partner agencies will be disabled accessible.**

## CASE MANAGEMENT AND COUNSELING

- 9-1. How will staff be directed to advise youth regarding the requirements and elements of the program options available to them?

**Staff will be directed to adhere to specific guidelines for outlining the requirements and elements of the program options available as follows:**

- 1. Eligibility requirements**
- 2. Program participation requirements**
- 3. Program commitment**
- 4. Requirements for credentialing**
- 5. Requirements for completion of the program**
- 6. Follow-up requirements**
- 7. Services provided**

- 9-2. What will be the process for making referrals of youth in the program to education, and other community services?

**Staff will begin to forge a bond between the youth during an initial marketing/recruitment phase. Staff are trained to present themselves as "caring adults," willing to deliver holistic services that support the entire family unit whenever possible. Staff will present the "wrap-around" services, added value, and incentives that the program provides. Youth will be advised that it is a privilege to be in the program and will be presented with their in-kind responsibilities and requirements. The School Board of Broward County, Florida (SBBC) programs have established a reputation that has given the community a very positive perception of the WIA programs resulting in students being receptive to complying with requirements.**

**SBBC staff remains abreast of the myriad of community services and programs. Students will be referred according to the needs, interests, and goals of the individual student. Open lines of communication are maintained between SBBC staff and providers of other community services. Staff is continuously updated of the different services available at school sites by conferencing with guidance counselors, resource officers, and other appropriate school staff members.**

- 9-3. What is the minimum number of counseling contacts scheduled for each youth in the program?

Counseling is infused throughout the program. Students will be counseled by the program facilitator, counselors at the alternative and technical centers and by student support staff also located at the sites. Students will minimally receive one counseling contact per week during the period of enrollment and monthly during follow-up.

- 9-4. Describe staff background and experience in providing counseling.

Resource teachers assigned to these programs are very experienced in providing counseling services appropriate to the target population. They have demonstrated their ability to effectively provide counseling to students and their families. Some of the teachers assigned to this program provided counseling services to the target population, pre-WIA programs, during JTPA years. The average years of service for the current staff is 12 years. In addition to the staff's expertise and experience, they have access to and the support of other out-of-school resources.

- 9-5. What specific duties will be required of counselors to assure that individuals receive counseling which incorporates study skills, time management, applications for financial aid and access to various school resources such as work-study, family planning, abstinence, pregnancy prevention and cooperative education programs as appropriate to the youth being served?

Specific duties of resource teachers/counselors include conducting or facilitating workshops that address time management. Program staff coordinates with appropriate SBBC staff and appropriately plan workshops such as addressing family planning, abstinence, and pregnancy prevention (Planned Parenthood). In compliance with district policies, only approved staff outside agencies can deliver this information. Teachers meet individually with students to assist and review the completion of all applications for financial aid. Teachers will encourage students seeking to complete high school to explore programs and ensure that they are cognizant of all resources available in the community for post-secondary opportunities.

- 9-6. How will all case management and counseling contacts be documented?

Student and counselor logs, progress reports, and records of student attendance for counseling will reflect all case management and counseling contact with students.



## STAFFING

- 10-1. Describe staff background and experience in providing the program proposed.

SBBC staff has documented success in the delivery of the program which has attained national recognition. Resource teachers and all support staff have the certification and education required for their positions. All resource teachers have State of Florida certification. They have demonstrated that they have the skills and competencies required to meet the diverse needs of the targeted population.

- 10-2. Describe proposer's management team and how management will oversee and guide the program proposed.

The Directors of CTACE and STC and STC Curriculum Specialist will provide oversight and guidance to the program coordinator. Both directors have multiple years of experience managing program budgets and providing fiscal accountability. Additionally, the SBBC has an extensive accounting department which includes a subdivision called Special Projects Accounting which monitors all special project budgets to ensure that SBBC fiscal procedures are followed and to ensure compliance with applicable state and/or federal regulations.

- 10-3. Describe staff background and experience in providing the management and fiscal capability sufficient to be accountable for federal grant funds, and to manage a program.

The WIA Program Coordinator will be responsible for the day to day management of the program budget. This individual has multiple years of experience managing program budgets and fiscal accountability. Additionally, Broward County Public Schools has an extensive Accounting Department, which includes a subdivision called Special Projects Accounting which monitors all Special project budgets to make sure that proper fiscal procedures are followed and to assure compliance with applicable State and /or Federal Regulations.

- 10-4. Describe the staffing proposed to operate this project and provide the rationale for the staffing pattern.

The staffing pattern is in compliance with the SBBC's organizational chart. Three teachers will be assigned two centers each located in the north, central and south areas of the county.

- 10-5. Describe the educational level and years of experience required for each class of service within proposer's pay and classification schedule for the positions to be funded in whole or in part under this agreement.

**Teacher on Special Assignment**

**Education** – Bachelors' degree or higher; Florida certification in any field of vocational education.

**Experience** – Minimum three (3) years successful classroom experience in vocational education

**Special Qualifications** – Knowledge of and sensitivity to the needs and problems of disadvantaged youth; ability to communicate and work effectively with different types of people, organizations, and community agencies; knowledge of local job market and familiarity with community, schools, and local government; knowledge of community structure, needs and concerns, and leaders who can assist in referrals and recruitment; knowledge of the availability of resources (educational and financial) to assist students.

**Data Entry**

**Education** - An Associate of Arts or Associate of Science degree from an accredited community college, university or college

**Experience** - Four years of documented work experience outside of education

**Special Qualification** - Ability to effectively communicate with students, teachers, parents, administrators, and business representatives; ability to organize and coordinate programs related to vocational or career education; and a working knowledge of computers

### Clerk Specialist III

Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program.

Experience – Three (3) years successful secretarial/clerical work experience. Broward County School District work experience preferred. Experience should have provided the ability to make minor decisions and apply judgment to the job.

Special Qualifications – A well-rounded knowledge of business practices and School Board policies and office procedures. Must be able to work effectively with people. Must be computer literate. Bilingual skills preferred.

### Accounting Specialist II

Education – Associate's degree in business or related field

AND

Experience – Minimum of three (3) years of experience in an accounting environment.

OR

Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program Education.

AND

Special Qualifications – A working knowledge of account theory and practice. Must be computer literate. Must be able to analyze data and make rational decisions based on facts. Ability to prepare and complete accurate accounting reports and statements of considerable complexity; to keep complex records and to prepare reports from such records.

### Coordinator, Workforce Investment Act & Federal Programs

Education – Master's degree from an accredited college or university; Florida certificate in any field of vocational education or adult education.

Experience – Seven (7) years of progressively more responsible successful experience in vocational or adult education, which includes three (3) years of successful teaching experience and two

(2) years of administrative experience in a federally funded employment and job training program.

Special Qualifications – Knowledge of the Workforce Investment Act initiative from the national, state and local perspective. Two (2) years documented experience in the design, implementation and supervision of successful WIA & Federal Programs. Ability to articulate and promote Workforce Investment Act and Federal Programs. Expertise in program development and management for economically disadvantaged youth and adults. Knowledge of and sensitivity to the needs and problems of economically disadvantaged individuals. Must have excellent oral communication skills and the ability to motivate people. Bilingual and computer skills preferred.

## DATA ENTRY AND MONITORING

- 11-1. Which staff will be responsible for data entry?

**Two data entry staff will be responsible for all data entered into EmployFlorida Tracking System.**

- 11-2. How will proposer assure that program files are accurate, updated and that information is entered on a timely basis?

**SBBC will use tickler dates prior to the future critical dates to assure data entry occurs on or before the effective dates. Information for dates will be pulled from EmployFlorida.**

**There will be a collaborative effort between the program supervisor, program facilitator and the data entry specialist to enter case notes within one week of a recordable event and to ensure that case files are properly maintained. Databases will be set up to notify staff of upcoming due dates. All case files will be routinely reviewed to assure that they are accurate and up to date. Checklists will be put in place to verify that all essential information is in the case file.**

**In accordance to SBBC policy #5312, program facilitators as well as support staff are obligated to maintain a high standard of service for all students in the county. The SBBC Code of Ethics binds the facilitators to a high a standard of integrity. Any mistakes made in reporting student information will be corrected in compliance with state guidelines. If the mistake is not correctable internally or on the state level, they will be documented with a case note to assure a clear audit trail.**

- 11-3. Is proposer willing to accept a monetary sanction for late or erroneous data entry?

**No.**

- a. Describe proposer's record keeping system and the elements of each record for:  
Participant Records including attendance

**Two folders are maintained for each student. One folder is the official case file which also contains eligibility documentation.**

The second folder is a working file which contains student documents but does not contain eligibility documentation. The following lists documents found in each section of the official file.

**Section One:** Eligibility Documents include  
Picture ID, Social Security Card, Family Income, Documentation of Barrier, Public Assistance, Selective Service, School Status, Citizenship

**Section Two:** Monthly Case Notes by the Teacher, Referral Forms and Child Care Vouchers, Transportation vouchers, Progress Reports, Financial Aid Reports, Monthly Evaluations, Timesheets

**Section Three:** WIA Career Plan

**Section Four:** Additional Documents:  
Newsletters, Career Flyers, Workshop Agendas, Sign-In Sheets, Employment Verification Forms, Employer Contact Forms, Certificate of Completion and Licensure Documentation

**b. Fiscal Records**

All Fiscal Records are processed in compliance with the SBBC Policy #A460 (available for review upon request), as well as maintaining individual folders for each WIA budget. Folders include: Pending/Completed Purchase Orders, Purchased orders to process/completed.

**c. Invoice Supporting Documentation**

All invoice supporting documentation is maintained in compliance with the SBBC policies, which includes keeping a departmental copy and forwarding originals to the Accounts Payable Department.

d. Staff Personnel and Time Documentation

**All staff personnel and time documentation records are maintained in compliance with the SBBC policies in Standard Practice Bulletin #A445 (available for review upon request).**



## PERFORMANCE

Providers must assist WorkForce One in placing in the top quartile for the State of Florida.

- 12-1. What strategies does proposer currently employ to assure the success of its organization and individual projects? How will that experience be transferred to the management of this project?

**The SBBC employs the One Voice Plan to assure organizational and individual project success. This program also employs One Voice Plan by engaging stakeholders in program activities and by using data to ensure continuous quality improvement.**

- 12-2. What are the positive outcomes planned for youth? How will these outcomes be assured?

**The positive outcomes for this model include:**

- **Attainment of basic skills as appropriate for work readiness or occupational skill**
- **Placement and retention in a vocational technical center**
- **Unsubsidized employment**
- **Military**
- **Customer satisfaction**
- **Entered Employment**
- **Employment Retention**
- **Credential Rate**
- **Skill Attainment**
- **Positive Outcome**
- **High School Diploma or GED**

**The Proposer's coordinator will meet weekly with program facilitators to assess student progress. Strategies will be developed at that time to assure positive youth outcomes.**

- 12-3. Is proposer planning a staff incentive and/or bonus tied to program performance? If yes, describe. How will this be communicated to staff?

**N/A.**

**The School Board of Broward County, Florida does not provide**

**incentive pay for non-academic individual achievement. The School Board of Broward County, Florida does not pay bonuses.**

- 12-4. Please attach as an exhibit to this proposal a work activity schedule, which indicates the time frames for the start of the services once a contract has been negotiated. Include the time needed to hire and train staff, and to procure equipment and space. Indicate levels of service to individuals expected during years one (1) and two (2)?

- 12-5. What client incentives will be offered to motivate participants to reach program goals and to foster retention? If they are monetary has proposer researched whether they are allowable and have they been included in the budget? Are incentives available through other sources then those provided by WorkForce One?

**Student incentives will be provided at the completion of successful training and increases in basic skills or upon high school completion/GED. Student will be paid for the hours engaged in occupational skills training and in basic skills remediation. The incentive dollars are critical to participants who may be required to leave a full-time minimum wage job to participate in this program and/or support themselves. Many of the participants who exited the program before successful completion are independent youth who needed to work full-time jobs at higher wages for self-sustainability. The incentive dollars have been included in the budget.**

- 12-6. How will proposer address job placement in high demand occupations (placement into jobs that the youth may have not gotten on their own) for youth for whom employment is the desired outcome?

**The proposer will provide work readiness activities, use EmployFlorida, provide opportunities for mock job interviews, participate in regional Job Fairs, continuous job development with employers in the high demand occupations area, use the One Stop Centers, schedule at least three interviews prior to exit. Teacher will monitor students and provide allowable services to students during follow-up.**

- 12-7. What steps will the organization employ to make process improvements if implementation strategies require modification?

**The steps that the organization will employ to make process improvements if implementation strategies require modification will**

include using the data collected to determine recommendations for modification and continuous improvement.

- 12-8. How will the need for program refinements be determined to ensure that youth participants are effectively engaged to achieve required programmatic and contractual outcomes? Detail how such program modifications will be incorporated into the organization's overall operational strategy.

## ORGANIZATIONAL INFORMATION

13-1. What is the legal name of your organization?

**The legal name of this organization is The School Board of Broward County, Florida (SBBC).**

13-2. What is the address of your home or main office?

**The address of the District Administration Office is 600 Southeast Third Avenue, 11<sup>th</sup> Floor, Fort Lauderdale, Florida 33301.**

13-3. What is your Broward County Address? If the e-mail address and contact for the home office is different from the one listed on the cover sheet, please provide that information below.

**The address of the District Administration Office is 600 Southeast Third Avenue, 11<sup>th</sup> Floor, Fort Lauderdale, Florida 33301.**

13-4. If your company is a corporation what is your state of incorporation? Foreign Corporations (out of state) are asked to please attach a copy of their license or certificate to do business in the State of Florida. Corporations incorporated outside of the United States may not apply for funds.

**This organization is a public education institution.**

13-5. List the names and addresses of your corporate officers.

**The names of the SBBC members are:**

**Beverly A. Gallagher, Chair  
Maureen S. Dinnen  
Phyllis C. Hope  
Robert D. Parks, Ed. D.  
Benjamin J. Williams**

**Robin Bartleman, Vice Chair  
Jennifer Leonard Gottlieb  
Stephanie Arma Kraft, Esq.  
Eleanor Sobel**

**600 Southeast Third Avenue, 14<sup>th</sup> Floor, Fort Lauderdale, Florida 33301**

- 13-6. How many years has your organization been in business in the United States? In Broward County?

**The SBBC has been in business for 90 years in both the United States and Broward County.**

- 13-7. Is the proposer corporation a subsidiary or wholly owned corporation of another corporation?

**No.**

**The SBBC is a public education institution.**

- a. If the corporation is a wholly owned or subsidiary corporation has the information provided regarding the corporation's fiscal references been provided for the corporation applying for funding and for its subsidiary or parent organization?

**N/A**

**The SBBC is a public education institution.**

- b. Has the subsidiary/wholly own corporation provided a copy of their annual financial statement?

**N/A**

**The SBBC is a public education institution.**

- c. How long has the subsidiary or wholly owned corporation been in business?

**N/A**

**The SBBC is a public education institution.**

- d. What is the proposing corporation's main source of income?

**N/A**

**The SBBC is a public education institution.**

- 13-8. If your organization is a partnership or sole proprietorship name the principals.

**N/A**

**The SBBC is a public education institution.**

13-9. Is proposer the fiscal agent and administrative entity for its own entity?

**Yes.**

**The SBBC is the fiscal agent and administrative entity for this public education institution.**

13-10. Is proposer the employer of record of the staff to be employed? If not who is the employer of record? If it is a staffing company what is the cost of using those services?

**Yes.**

**The SBBC is the employer of record of the staff to be employed.**

13-11. Provide at least two credit references other than the bank. (Not required for public institutions).

**The SBBC is a public institution.**

- 13-12. Please provide three references familiar with your organization and able to comment on your ability to provide the services proposed. (see reference form on page 54)

<b>Organization</b>	<b>WorkForce One Center – Central</b>
<b>Contact</b>	<b>Ed Rosario</b>
<b>Address</b>	<b>2610 West Oakland Park Boulevard Fort Lauderdale, Florida 33311</b>
<b>Email</b>	<b>erosario@wf1boward.com</b>
<b>Phone</b>	<b>954 677-5555</b>
<b>Fax</b>	<b>954 497-3331</b>
<b>Organization</b>	<b>WorkForce One Center – South</b>
<b>Contact</b>	<b>Linda Main</b>
<b>Address</b>	<b>7550 Davie Road Extension Hollywood, Florida 33024</b>
<b>Email</b>	<b>lmain@wf1boward.com</b>
<b>Phone</b>	<b>954 697-1010</b>
<b>Fax</b>	<b>954-697-0000</b>
<b>Organization</b>	<b>Children's Services Council of Broward County</b>
<b>Contact</b>	<b>Sandra Bernard-Sebastian</b>
<b>Address</b>	<b>6301 Northwest 5<sup>th</sup> Way, Suite 3000 Fort Lauderdale, Florida 33309</b>
<b>Email</b>	<b>sbernard@cscbroward.org</b>
<b>Phone</b>	<b>954 377-1667</b>
<b>Fax</b>	<b>954-377-1683</b>

- 13-13. How will proposer provide WorkForce One with access to original documentation to substantiate proposer invoices? If proposer's home office or the office in which the books and records are maintained is not located in the tri-county area, how will proposer make their books and records available for monitoring and review in Broward County?

The SBBC, Accounts Payable Office, will provide access to original documentation to substantiate invoices. Books and records are available for monitoring at the Technology Support Service Center, 7720 West Oakland Park Blvd, 3<sup>rd</sup> Floor, Sunrise, FL 33351.



13-14. Is proposer combining funds or other available resources with the funds requested under this proposal? If yes, describe.

**Yes.**

The proposer is combining funds and other available resources with the funds requested under this proposal. SBBC staff, including but not limited to the Directors of Career, Technical and Adult/Community Education (CTACE), and School to Career (STC); principals; school staff; CTACE Bookkeeping staff; CTACE, and School to Career clerical will provide resources and support. Overhead for facility usage, including electricity, building maintenance, equipment and other resources are absorbed by the School District.

13-15. What are proposer's other funding sources?

**Other funding sources which may impact this proposed program include: (1) State General Revenue (2) District Operating Funds, (3) Federal and State Grants, and (4) Resources provided by partners.**

13-16. Describe all in kind contributions which will be used to support the program and assign a monetary value to the in kind contributions.

<b>Personnel</b>	<b>\$71,525</b>	<b>Maintenance</b>	<b>\$7,070</b>
<b>Fringes</b>	<b>\$18,597</b>	<b>Space Rent</b>	<b>\$7,040</b>
<b>Mileage</b>	<b>\$ 1,000</b>	<b>Insurance</b>	<b>\$ 500</b>
		<b>Equipment, Materials, Supplies</b>	<b>\$6,200</b>

13-17. Does proposer have the ability to repay a disallowed cost? What fund sources would be used to repay a disallowance?

**The SBBC has the capacity to repay any cost disallowance. The District's Operating Funds would be used to repay any disallowance.**

13-18. Provide the name and account number of proposer's bank. (Not required for public institutions).

**The SBBC is a public institution.**

13-19. Does the proposer certify that they have not violated any federal or state conflict of interests or ethics law in seeking funding for this proposal?

**Yes.**

**The proposer certifies that the SBBC has not violated any federal or state conflict of interests or ethics law in seeking funding for this proposal.**

- 13-20. If equipment or materials are being charged to WorkForce One and are, please specify and provide declaratory information indicating that the equipment or materials are not being acquired from a related company.

**Any materials purchased and charged to WorkForce One will not be from a related company and will be in compliance with the SBBC's Standard Practices Bulletin and with purchasing policies and procedures. Equipment will not be purchased and charged to WorkForce one.**

- 13-21. Provide the name and account number of proposer's bank. (Not required for public institutions).

**The SBBC is a public institution.**

- 13-22. Has proposer or proposer's organization ever filed a petition in bankruptcy? If yes, provide explanatory information.

**No.**

**The SBBC has not filed a petition in bankruptcy.**

- 13-23. Has proposer ever had to pay back funds to a funding source or the federal government? If yes, explain.

**No.**

**The SBBC, CTACE Department, has not had to pay back funds to a funding source or the federal government.**

- 13-24. Does proposer have the facilities to maintain the records for a minimum of five (5) years?

**Yes.**

**The SBBC has the facilities to maintain the records for a minimum of 5 years.**

13-25. Has proposer or have any of proposer's officers been indicted or convicted of a crime involving fraud, embezzlement, theft, or conversion? If yes, explain.

**No.**

**Officers have not been indicted or convicted or a crime involving fraud, embezzlement, theft or conversion.**

13-26. Is proposer's organization on a federal or state debarment list?

**No.**

**The SBBC is not on a federal or state debarment list.**

13-27. Have any of the principals in proposer's organization been employed by an entity which is on a federal or state debarment list?

**No.**

**None of the principals of the SBBC have been employed by an entity which is on a federal or state debarment list.**

13-28. Has your organization contracted with WorkForce One in the past?

**Yes.**

**The SBBC has had numerous contracts with WorkForce One/BETA over the past 15+ years.**

a. Identify program services provided.

**Yes.**

**The SBBC was previously contracted to deliver the nationally recognized Summer Transitions Programs and other program services including, but not limited to:**

- A public/private sector internship program
- An out of school youth program
- An academic enrichment and remediation program
- JTPA programs

b. Did contractor meet their contract performance requirements? If no, explain.

**Yes.**

**The SBBC met contract performance requirements.**

- c. How often did your organization's contract budget need to be modified? What was the overall reason for deviations from the budget originally proposed?

The SBBC contracts were modified once during a year. The overall reason for deviating from the original budget was to address unpredictable deliverables. For example, staff salaries are generally projected without certainty of what the salary will be for a new hire or if teachers will receive a raise and if so, at what percent. Additionally, the amount to be expended on incentives for students is based upon student attainment of specific benchmarks and must also be projected.

- d. Were there any negative monitoring findings? (Specify below)

No.

The SBBC has not received negative monitoring findings.

- 13-29. If proposer has not contracted with WorkForce One in the past has proposer contracted with another workforce investment area or with another grantor agency to provide the same or similar services? Please answer the following questions as it applies to contracts with other organizations:

No.

The SBBC has only contracted with WorkForce One for the delivery of WIA programs.

- a. Was the contract for the same program proposed? If not, identify program services provided.

N/A

- b. Did contractor meet their contract performance requirements? If no, explain.

N/A

- c. Did your organization submit your invoices on a timely basis? How often were invoices returned or delayed because documentation was not complete?

N/A

- d. How often did your organization's contract budget need to be modified? What was the overall reason for deviations from the budget originally proposed?

N/A

- e. Were there any negative monitoring findings? (Specify below)

N/A

13-30. If your organization does not have any WIA youth program experience but has been in business for at least two (2) years, please provide information about your organization or staff which you feel would be helpful in making a determination with respect to your organization's capability to provide the services proposed:

N/A

**The SBBC has WIA Youth Program experience.**

- a. Staff experience in providing services to youth
- b. Program Design or design elements are a replication with a history of success elsewhere or incorporate PEPNet tenets.
- c. Experience with federal grant programs
- d. Other

## FISCAL CAPABILITY – BUDGET

- 14-1. Proposer must complete all pages of the budget and submit the budget along with the narrative response to this ITN. Download the budget pages by going to:

[http://www.wf1broward.com/upload/2126/RFP\\_Budget\\_Forms\\_2007.xls](http://www.wf1broward.com/upload/2126/RFP_Budget_Forms_2007.xls)

(If typing the link manually, please note the underscores above:  
...RFP\_Budget\_Forms\_2007.xls)

**The budget pages are submitted as required.**

- 14-2. Will staff costs be allocated to several cost categories and/or programs? If yes, describe and please show this on the budget pages.

**Yes.**

**Staff costs will be allocated to several cost categories and programs as described below:**

**3-Teachers for service delivery**

**2-Data Entry/Career Advisors (50%)**

**Clerk Specialist III for program support (50%)**

- 14-3. Does your organization have a cost allocation plan? What is the basis for the cost allocation?

**No.**

**The SBBC does not have a cost allocation plan.**

- 14-4. Describe any equipment to be purchased with funds under this agreement.

**No equipment will be obtained as a result of this agreement.**

- 14-5. Budget items that are proprietary in nature must be broken down into a cost reimbursement format unless they are sold to the general public at the same price as offered under this ITN. The general public must comprise a substantial number of purchasers.

**N/A**

- 14-6. Please state your proposed price per participant. (Total \$ ÷ Total Participant Completions/Placements) and explain any differences between this proposal price and prior costs charged for the same or similar types of services in a prior contract with WorkForce One or any other organization.

**The proposed price per participant is \$2,702.39. Price per participant for FY 03/04 was \$11,428.58 which included wages. This proposal does not include wages and provides supplemental tuition for students who are ineligible for financial assistance.**

- 14-7. Current contractors are to explain any fluctuations of greater than five percent (5%) for any line item between the price negotiated this past year and this proposal price as well as prior costs charged for the same and/or similar types of services.

**The RFP parameter of \$2,500 created the fluctuation of over 5%.**

- 14-8. Supply the current market price charged by your agency or any agency delivering similar services for the type of program/training proposed. If the cost per participant or per training hour is ten percent (10%) higher than comparable programs provide justification for the difference in costs.

**The School Board of Broward County, Florida does not charge a price for delivering this service.**

- 14-9. If the cost per participant is greater than \$2,500.00 per year, please provide justification explaining why the cost of the program is higher. Indicate the components causing the higher price.

**The cost per participant is greater than \$2,500. This proposal does not include wages. Teachers will assist with obtaining part-time employment as research states that students are more likely to complete programs when there is monetary compensation.**

- 14-10. +Proposers must complete the budget section of the proposal using the forms provided for in this package. ITN responses that include non-conforming budget worksheets will not be considered responsive and will not be read. Proposers will not be able to receive any advances; all contracts will be cost reimbursement.

**The budget section of the proposal is included using the forms provided in this package.**



# BUDGET Administration

Reminder: Administration is limited to 5%

Note: Items with 0 will automatically calculate when related cells are filled.

Line Item	WIA	WTP	Wagner	FSET	WtW	TOTAL
<b>Personnel</b>						
Salaries *						0
Fringe Benefits						0
Mileage and Travel						0
Staff Incentives						0
Other (Specify)						0
<b>Total Personnel</b>						0
<b>Non Personnel</b>	-	-	-	-	-	-
Supplies						\$0
Materials						\$0
Books						\$0
Teaching Aids						\$0
Postage						\$0
Telephone						\$0
Maintenance						\$0
Printing						\$0
Equipment Rental						\$0
Equipment Purchase						\$0
Space Rental						\$0
Insurance						\$0
Utilities						\$0
** Indirect Costs 3.38%	\$13,599					\$13,599
Audit						\$0
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)						\$0
<b>Total Non-Personnel</b>	\$13,599					\$13,599
<b>Total ADMINISTRATION</b>	\$13,599	\$0	\$0	\$0	\$0	\$13,599

\*Must be explained in detail.

\*\* Must have an approved indirect cost rate plan al other overhead must be itemized.

\*\*\*Profit - For for-profits only. See proposal requirements for specifics.

# BUDGET Services

Note: Items with 0 will automatically calculate when related cells are filled.

Line Item	WIA	WTP	Vagner	SET	WtW	TOTAL
<b>Personnel</b>	100%					
Salaries *	\$261,255	\$0				\$261,255
Fringe Benefits	\$71,819	\$0				\$71,819
Mileage and Travel	\$5,000	\$0				\$5,000
Other						\$0
Staff Incentives						\$0
<b>Total Personnel</b>	\$338,075	\$0	\$0	\$0	\$0	\$338,074
<b>Non Personnel</b>						
Supplies	\$2,500					\$2,500
Materials	\$7,800					\$7,800
Books	\$0					\$0
Teaching Aids	\$0					\$0
Postage	\$0					\$0
Telephone	\$1,107					\$1,107
Maintenance	\$0					\$0
Printing	\$500					\$500
Equipment Rental	\$0					\$0
Equipment Purchase	\$0					\$0
Space Rental	\$2,600					\$2,600
Insurance	\$0					\$0
Utilities	\$0					\$0
** Indirect Costs						\$0
Audit						\$0
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)	\$133,763					\$133,763
<b>Total Non-Personnel</b>	\$148,270					\$148,270
<b>Total SERVICES</b>	148,270	0	0	0	0	148,270

# BUDGET SUMMARY

Reminder: Administration is limited to 5%

Note: Items with 0 will automatically calculate when related cells are filled.

Line Item	Annual Expense	Administration	Services
<b>Personnel</b>			
Salaries *	261,255	0	261,255
Fringe Benefits	71,819	0	71,819
Mileage and Travel	5,000	0	5,000
Other	0	0	0
Staff Incentives	0	0	0
<b>Total Personnel</b>	<b>338,074</b>	<b>0</b>	<b>338,074</b>
<b>Non Personnel</b>			
Supplies	2,500	0	2,500
Materials	7,800	0	7,800
Books	0	0	0
Teaching Aids	0	0	0
Postage	0	0	0
Telephone	1,107	0	1,107
Maintenance	0	0	0
Printing	500	0	500
Equipment Rental	0	0	0
Equipment Purchase	0	0	0
Space Rental	2,600	0	2,600
Insurance	0	0	0
Utilities	0	0	0
** Indirect Costs	13,599	13,599	0
Audit	0	0	0
Legal	0	0	0
Accounting	0	0	0
*Profit	0	0	0
Other	133,763	0	133,763
<b>Total Non- Personnel</b>	<b>161,869</b>	<b>13,599</b>	<b>148,270</b>
<b>GRAND TOTAL</b>		<b>499,943</b>	

# PERSONNEL DETAILS Salaries

List all positions included and the total amount of wages requested for each cost category. Add more lines if necessary. All allocations of salary across cost categories must be supported by matching job descriptions and a cost allocation plan.  
NOTE: Columns with 0 will be automatically calculated when other items are entered.

Job Title	Staff member (if known)	Total Annual Salary	% of Salary to Admin Budget	\$ to Admin Budget*	% of Salary to Services Budget	\$ to Services Budget**	% of Salary from Other WorkForce One Programs	\$ from other WorkForce One Programs	% of Salary from Other Sources of Funding**	\$ to Other Sources of Funding**	Total % (Must total 100)	Total \$
<b>EX: Case Manager</b>	<b>Jane Doe</b>	<b>\$26,000</b>	<b>10</b>	<b>\$2,600</b>	<b>50</b>	<b>\$13,000</b>	<b>10</b>	<b>\$2,600</b>	<b>30</b>	<b>\$7,800</b>	<b>100</b>	<b>\$26,000</b>
Facilitator	McNair, Linda	\$70,825			100%	\$70,825		\$0			100%	\$70,825
Facilitator	Schulz, Ronald	\$77,175			100%	\$77,175		\$0			100%	\$77,175
Vocational Career Advisor	Washington, Shelia	\$45,702			100%	\$45,702		\$0			100%	\$45,702
Vocational Career Advisor	Aguirre, Raina	\$31,428			50%	\$15,714	50%	\$15,714			100%	\$31,428
Clerk Spec III	Fredericks, Jennifer	\$31,428			50%	\$15,714	50%	\$15,714			100%	\$31,428
	Reid, Timika	\$26,733			50%	\$13,367	50%	\$13,367			100%	\$26,733
Facilitator-20 days/July 08	McNair, Linda	\$7,227			100%	\$7,227		\$0			100%	\$7,227
Facilitator-20 days/July 08	Schulz, Ronald	\$7,875			100%	\$7,875		\$0			100%	\$7,875
VCA-20 days/July 08	Washington, Shelia	\$4,664			100%	\$4,664		\$0			100%	\$4,664
VCA-20 days/July 08	Aguirre, Raina	\$2,993			50%	\$1,497	50%	\$1,497			100%	\$2,993
VCA-20 days/July 08	Fredericks, Jennifer	\$2,993			50%	\$1,497	50%	\$1,497			100%	\$2,993
<b>TOTALS</b>		<b>\$309,043</b>				<b>\$281,255</b>		<b>\$47,788</b>				<b>\$309,043</b>

\*Total must match the total salaries on Administration Budget (Budget Sheet #1)  
\*\*Total must match the total salaries on Services Budget (Budget Sheet #2)

\*\*\*Include all non-WorkForce One Funds

**PERSONNEL DETAILS**  
**Fringe Benefits**

Enter fringe benefits for all positions listed on Budget page 4. Add more lines if necessary.  
NOTE: Columns with 0 will be automatically calculated when other items are entered.

Job Title	Staff member (if known)	Total Salary	Total Fringes	% of Fringes compared to Salary	% of Fringes to Admin Budget	\$ for fringes to Admin Budget*	% of Fringes to Services Budget	\$ to for Fringes Services Budget**	% of Fringes from other WorkForce Programs	\$ for Fringes from other WorkForce Programs	% of Fringes from Other Sources of Funding **	\$ for Fringes from Other Sources ***	Total % (Must total 100)	Total \$
<b>EX: Case Manager</b>	<b>Jane Doe</b>	<b>\$25,000</b>	<b>\$4,680</b>	<b>18%</b>	<b>10</b>	<b>\$468</b>	<b>50</b>	<b>\$2,340</b>	<b>10</b>	<b>\$468</b>	<b>30</b>	<b>\$1,404</b>	<b>100</b>	<b>\$4,680</b>
Facilitator	McNair, Linda	70,825	\$19,470	27%			100%	\$19,470		\$0			100%	\$19,470
Facilitator	Schulz, Ronald	77,175	\$21,215	27%			100%	\$21,215		\$0			100%	\$21,215
Vocational Career Advisor	Washington, Shelia	45,702	\$12,563	27%			100%	\$12,563		\$0			100%	\$12,563
Vocational Career Advisor	Aguirre, Raina	31,428	\$8,640	27%			50%	\$4,320	50%	\$4,320			100%	\$8,640
Clerk Spec III	Fredericks, Jennifer	31,428	\$8,640	27%			50%	\$4,320	50%	\$4,320			100%	\$8,640
	Reid, Timika	26,733	\$7,349	27%			50%	\$3,674	50%	\$3,674			100%	\$7,349
Facilitator-20 days/July 08	McNair, Linda	7,227	\$1,987	27%			100%	\$1,987		\$0			100%	\$1,987
Facilitator-20 days/July 08	Schulz, Ronald	7,875	\$2,165	27%			100%	\$2,165		\$0			100%	\$2,165
VCA-20 days/July 08	Washington, Shelia	4,664	\$1,282	27%			100%	\$1,282		\$0			100%	\$1,282
VCA-20 days/July 08	Aguirre, Raina	2,993	\$823	27%			50%	\$411	50%	\$411			100%	\$823
	Fredericks, Jennifer	2,993	\$823	27%			50%	\$411	50%	\$411			100%	\$823
<b>TOTALS</b>														
		\$309,043	\$84,956					\$71,819		\$13,137				\$84,956

\*Total must match the total fringes on Administration Budget (Budget Sheet #1)

\*\*Total must match the total fringes on Services Budget (Budget Sheet #2)

\*\*\*Include all non-WorkForce One Funds

# BUDGET Non-Personnel Costs

Note: Items with 0 will automatically calculate when related cells are filled.

Cost Category*	Item	Quantity	Unit Cost	Total Cost**
EX: Equipment Purchase	staff desks	10	\$400	\$4,000
Supplies				
Office Supplies		1	\$2,500	\$2,500
Materials				
Instructional		1	\$7,800	\$7,800
Books				
				\$0
Teaching Aids				
				\$0
Telephone				
Cell phones	360(30*12=360)	3	\$369	\$1,107
Maintenance				
				\$0
Printing				
Printing		1	\$500	\$500
Equipment Rental				
				\$0
Tuition Costs				
Tuition Youth		1	\$19,000	\$19,000
Equipment Purchase				
				\$0
Space Rental				
Facility Rental	End of the Year Event	1	\$2,600	\$2,600
Other				
Mileage	0.0485	1	\$5,000	\$5,000
Other Purchased Svc	Student Incentives	1	\$26,183	\$26,183
Student Wages				\$0
Transportation		1	\$2,080	\$2,080
Student Incentives				\$60,000
Tuition				\$24,000
Staff				
Training		1	\$2,500	\$2,500
Indirect Cost	3.38%	1	\$13,599	\$13,599
				\$166,869

\* Must match categories on budget pages 1-3

\*\* Must match totals on Budget Summary, Budget Page 3

EXHIBIT B

## WORK ACTIVITY PLAN

<b>Program Name:</b> <div>RATE<sup>2</sup> Responsibility, Awareness, Training, Employment and Empowerment Program PY2007-2008</div>		
<b>Component</b>	<b>Date</b>	<b>Expended Amount</b>
Staff Hiring	July 2007	\$333,074
Facilities Acquisition	N/A	N/A
Recruitment	July 2007- June 2008	\$2,400
Service Delivery	July 2007- June 2008	\$142,670
Completion of Program Objectives	June 2008	\$9,055



**EXHIBIT B**

**WORK ACTIVITY PLAN**

<b>Program Name:</b> <div>RATE<sup>2</sup> Responsibility, Awareness, Training, Employment and Empowerment Program PY2008-2009</div>		
<b>Component</b>	<b>Date</b>	<b>Expended Amount</b>
Staff Hiring	July 2007	\$333,074
Facilities Acquisition	N/A	N/A
Recruitment	July 2007- June 2008	\$2,400
Service Delivery	July 2007- June 2008	\$142,670
Completion of Program Objectives	June 2008	\$9,055

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

### JOB DESCRIPTION

<b>POSITION TITLE:</b>	Teacher on Special Assignment (TSA)
<b>CONTRACT YEAR:</b>	196, 216 or 241-day contract as determined by the administrator responsible for the time-limited special assignment
<b>PAY GRADE:</b>	Teacher Salary Schedule

**QUALIFICATIONS:** Appropriate State of Florida certification

**EDUCATION:** Bachelor's degree.

**EXPERIENCE:** Aligned with the special assignment.

**ADDITIONAL REQUIREMENTS:** Educational certification or licensure aligned with the special assignment. Bilingual and computer skills preferred.

**REPORTS TO:** Administrator responsible for special assignment.

**SUPERVISES:** None

**POSITION GOAL:** To perform the duties necessary to develop, implement, coordinate, monitor and/or evaluate the time-limited programs, services or initiatives.

### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Teacher on Special Assignment shall perform the following duties as aligned with the needs of the specific programs, services or initiatives to which they are assigned:

1. develop a plan for implementing and evaluating the required programs, services or initiatives in collaboration with appropriate personnel.
2. design appropriate strategies, staff development, materials, etc. required in order to implement the specific programs, services or initiatives.
3. establish a data collection system to document the process and outcomes of the program, services or initiatives.
4. implement the required actions in collaboration with appropriate personnel and departments.

5. monitor implementation to ensure adherence to project requirements, timelines and outcomes.
6. evaluate the effectiveness of the program, services or initiative using the established data collection system.
7. prepare reports to document project activities and to meet project requirements.
8. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County.
9. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
10. review current developments, literature and technical sources of information related to job responsibility.
11. ensure adherence to good safety procedures.
12. follow Federal and State laws, as well as School Board policies.
13. perform other duties as assigned by administrator or designee.

**PHYSICAL REQUIREMENTS:**

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

**EVALUATION:**

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 1/20/04

## STAFF JOB DESCRIPTIONS WITH REQUIRED QUALIFICATIONS

### Teacher on Special Assignment

Education – Bachelors' degree or higher; Florida certification in any field of vocational education.

Experience – Minimum three (3) years successful classroom experience in vocational education

Special Qualifications – Knowledge of and sensitivity to the needs and problems of disadvantaged youth; ability to communicate and work effectively with different types of people, organizations, and community agencies; knowledge of local job market and familiarity with community, schools, and local government; knowledge of community structure, needs and concerns, and leaders who can assist in referrals and recruitment; knowledge of the availability of resources (educational and financial) to assist students.

### Data Entry

Education - An Associate of Arts or Associate of Science degree from an accredited community college, university or college

Experience - Four years of documented work experience outside of education

Special Qualification - Ability to effectively communicate with students, teachers, parents, administrators, and business representatives; ability to organize and coordinate programs related to vocational or career education; and a working knowledge of computers

POSITION TITLE: Clerk Specialist III (County)

CONTRACT YEAR: 11 or 12 Months

PAY GRADE: 14

QUALIFICATIONS: Education - Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

Experience - Three (3) years of successful secretarial/clerical work experience. Broward County School District work experience preferred. Experience should have provided the ability to make minor decisions and apply judgment to the job.

Special Qualifications - A well-rounded knowledge of business practices and School Board policies and office procedures. Must be able to work effectively with people. Bilingual skills preferred. Computer skills as required for the position.

Must have passing test scores:

Computer Keyboard Skills:

Speed	-	40
Accuracy	-	70

The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

DIRECT  
ACCOUNTABILITY: Administrator/Supervisor or designee

SUPERVISION: No supervisory responsibility

GOAL: To perform complex and diversified duties in a specialized area requiring the application of advanced office procedures and techniques in a confident and professional manner. Job responsibilities require the use of various procedures and applications related to departmental and/or School Board standard practices which requires the making of minor decisions and use of judgment.

ACCOUNTABILITY  
PROCEDURES:

The administrator/supervisor or designee will assess the effectiveness of the Clerk Specialist III (County) annually with respect to the performance of specific responsibilities.

PERFORMANCE  
RESPONSIBILITIES:

The Clerk Specialist III (County) shall

1. follow general instructions and operational procedures to perform advanced clerical work and assume detailed responsibilities.
2. receive and read incoming mail; screen items which can be handled personally; forward to supervisor or subordinates together with necessary background material.
3. compile and edit information for special reports concerning the operation of the School District.
4. verify, check, and examine technical and complex surveys and other types of reports for accuracy and compliance with State and School Board standards.
5. maintain control records on the incoming correspondence and action documents and follow up on work in process to ensure timely reply or action.
6. maintain necessary files and perform all clerical work related to the supervisor's program. Act as office receptionist, answer telephone, greet, announce, and route visitors.
7. assemble and summarize information from files and documents in the office or other available sources for the supervisor's use on the basis of general instructions as to nature of information needed.
8. perform independent clerical work of a technical nature requiring the exercise of independent and unreviewed judgment.
9. interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
10. operate standard office equipment such as any generation of typewriter, calculator, CRT terminal, microcomputer, word processor, duplicator, etc., as well as equipment developed or advanced from future technology as required by the job.

11. participate in the training programs offered to increase the individual's skill and proficiency related to the assignments.
12. review current developments, literature and technical sources of information related to job responsibility.
13. ensure adherence to good safety procedures.
14. perform other duties as assigned by the administrator/supervisor or designee.
15. follow federal and state laws, as well as School Board policies.

Board Approved: 2/2/78  
ER80-12 Approved: 10/2/80

Revised: 4/20/83

Revised: 11/17/92 &  
Adopted: 12/1/92

Revised: 9/5/95 &  
Adopted: 9/19/95

Board Adopted: 12/16/03\*  
Board Adopted: 6/1/04

Board Adopted: 12/7/04



### Clerk Specialist III

Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program.

Experience – Three (3) years successful secretarial/clerical work experience. Broward County School District work experience preferred. Experience should have provided the ability to make minor decisions and apply judgment to the job.

Special Qualifications – A well-rounded knowledge of business practices and School Board policies and office procedures. Must be able to work effectively with people. Must be computer literate. Bilingual skills preferred.

### Accounting Specialist II

Education – Associate's degree in business or related field

AND

Experience – Minimum of three (3) years of experience in an accounting environment.

OR

Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program Education.

AND

Special Qualifications – A working knowledge of account theory and practice. Must be computer literate. Must be able to analyze data and make rational decisions based on facts. Ability to prepare and complete accurate accounting reports and statements of considerable complexity; to keep complex records and to prepare reports from such records.

POSITION TITLE: Vocational and Career Advisor

CONTRACT YEAR: 10 Months

PAY GRADE: Special Salary Schedule

QUALIFICATIONS: Education - An Associate of Arts or Associate of Science degree from an accredited community college, university or college

Experience - Four years of documented work experience outside of education

Special Qualification - Ability to effectively communicate with students, teachers, parents, administrators, and business representatives; ability to organize and coordinate programs related to vocational or career education; and a working knowledge of computers

OR

Education - Bachelor of Arts or Bachelor of Science degree from an accredited college or university

Experience - Two years of documented work experience outside of education

Special Qualification - Ability to effectively communicate with students, teachers, parents, administrators, and business representatives; ability to organize and coordinate programs related to vocational or career education; and a working knowledge of computers.

DIRECT  
ACCOUNTABILITY: Principal or Director

SUPERVISION: None

GOAL: To provide career and labor market information to parents as well as to students enrolled in middle, high school, and adult education programs and to work cooperatively with school administrators, teachers, guidance personnel, community agencies, and local businesses.

ACCOUNTABILITY  
PROCEDURES:

The Principal or Director will assess the effectiveness of the Vocational and Career Advisor annually with respect to the performance of specific responsibilities.

PERFORMANCE  
RESPONSIBILITIES:

The Vocational and Career Advisor shall

1. work cooperatively with teachers, guidance personnel, outside agencies, and business representatives to provide students, parents, and appropriate personnel with:
  - a. career and occupational information
  - b. information regarding local and national labor market trends
  - c. employability skills information
  - d. vocational assessment results
2. refer students to the guidance director or counselor, who require additional professional assistance.
3. assist Exceptional Student Education, Dropout Prevention, and Limited-English Proficient personnel identify vocational/career needs of special populations.
4. provide leadership for career/vocational education activities within the school.
5. assist students in exploring and developing career plans for either high school or post secondary training/planning, including Tech Prep.
6. develop and maintain a career resource center for the school.
7. coordinate career speakers and/or career day activities for schools.
8. coordinate career shadowing program for interested students.
9. assist in administering interest and aptitude tests for the purpose of assisting students in making

- realistic career choices and choosing vocational training options.
10. encourage students' participation in vocational student organizations and other extracurricular activities related to career interests.
  11. interact effectively with the general public, staff members, teachers, parents, and administrators, using tact and good judgment.
  12. operate standard office equipment such as any generation of typewriter, calculator, CRT terminal, microcomputer, word processor, duplicator etc., as well as equipment developed or advanced from future technology as required by the job.
  13. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
  14. review current developments, literature and technical sources of information related to job responsibility.
  15. ensure adherence to good safety procedures.
  16. perform other duties as assigned by the principal/director.
  17. follow federal and state laws as well as School Board policies.

Board Approved: 5/4/93 &  
Adopted: 6//1/93

Coordinator, Workforce Investment Act & Federal Programs

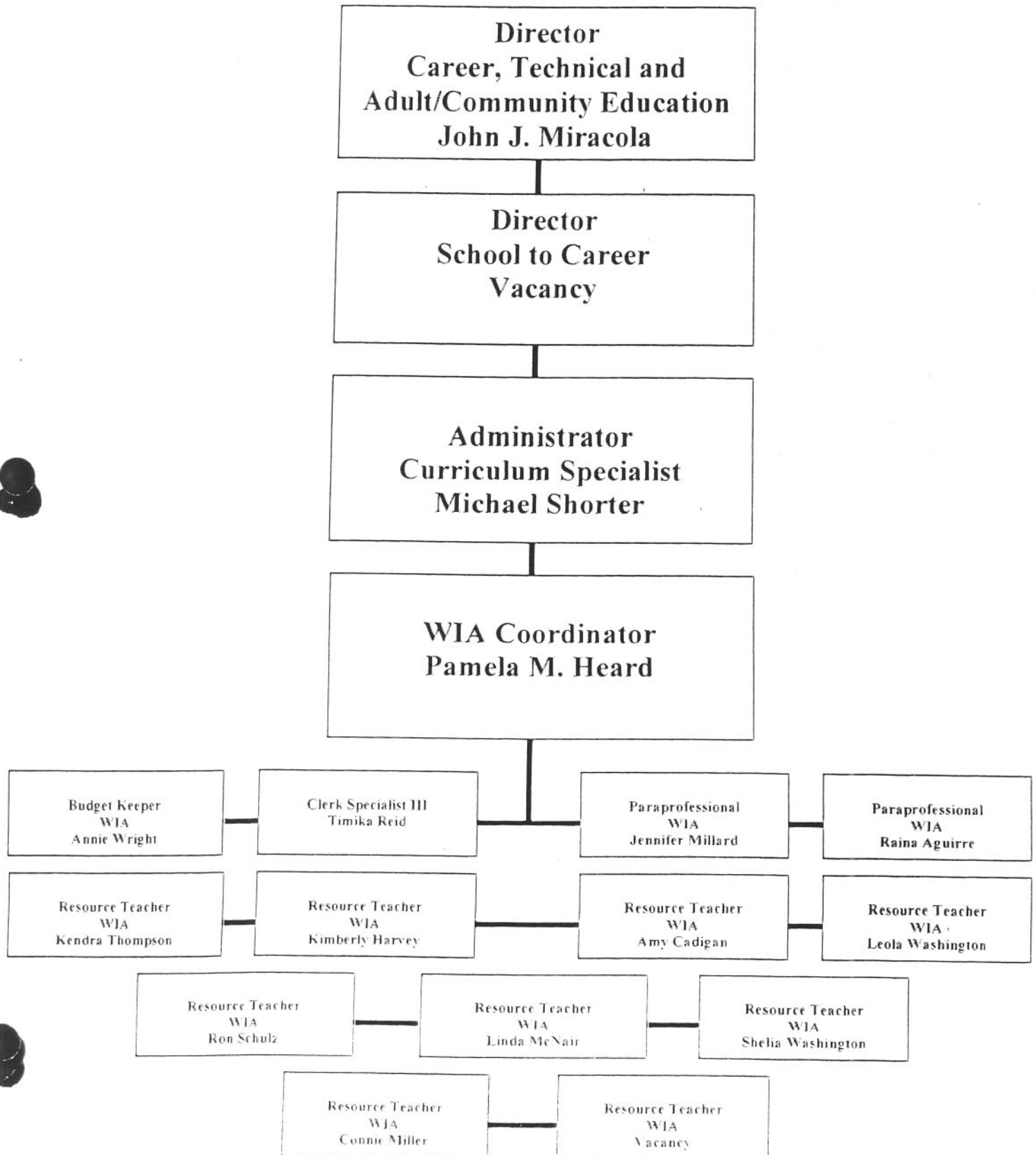
Education – Master's degree from an accredited college or university; Florida certificate in any field of vocational education or adult education.

Experience – Seven (7) years of progressively more responsible successful experience in vocational or adult education, which includes three (3) years of successful teaching experience and two (2) years of administrative experience in a federally funded employment and job training program.

Special Qualifications – Knowledge of the Workforce Investment Act initiative from the national, state and local perspective. Two (2) years documented experience in the design, implementation and supervision of successful WIA & Federal Programs. Ability to articulate and promote Workforce Investment Act and Federal Programs. Expertise in program development and management for economically disadvantaged youth and adults. Knowledge of and sensitivity to the needs and problems of economically disadvantaged individuals. Must have excellent oral communication skills and the ability to motivate people. Bilingual and computer skills preferred.

# The School Board of Broward County, Florida

## Workforce Investment Act (WIA) Programs



Amy Cadigan  
2720 North West 108<sup>th</sup> Avenue Sunrise, FL 33322  
Home: (954) 747-8661 Work: (754) 321-2644

### **Summary of Qualification**

- Emphasize the development of skills, knowledge, and competencies that lead to self-sufficiency

### **Certification**

- State of Florida Department of Education, Professional Certification
- Educational Leadership
- Elementary Education
- Integrated Middle Grades Curriculum
- ESOL Endorsement
- Gifted Certification

### **Education**

- Masters - Educational Leadership  
Florida Atlantic University, Boca Raton, Florida June 2002
- Bachelor of Science – Elementary Education  
Florida Atlantic University June 1996

### **Professional**

**The School Board of Broward County, Florida** **June 2001 to Present**  
**Career Technical Adult and Community Education**  
**WorkForce Investment Act (WIA Resource Teacher)**

- Use collaborative leadership to involve all stakeholders in achieving program goals
- Serve on the Leadership Team at Hallandale High School
- Use e-mail to communicate with staff
- Develop Individual Behavior Plans for students
- Create spreadsheet template for student status reports
- Teach colleagues to do a PowerPoint presentation for Summer Transitions Program
- Use the internet with the students to supplement academic curriculum
- Instruct individual staff members in computer programs including; Word, PowerPoint, Claris, and Print Shop
- Use File Maker Pro for analysis of student progress
- Use TERMS to track student school locations, grades, and attendance (A03, A05, A10, A12, A13, A14, A20)
- Monitor a school mission and goals that are aligned with the districts mission and goals
- Exercise proactive leadership by promoting the department's vision of Sterling Quality Initiatives
- Reserve transportation for various field trips
- Liaison between parents, students, and staff at Hallandale High School
- Plan and implement several Symposiums for parents and students
- Design and send out monthly program newsletters to parents



- Communicate to parents, guardians, students, and community members through a variety of mediums including; flyers, presentations, newsletters, and letters
- Invite guest speakers from the community to speak to a group of students
- Use collaborative leadership to involve all stakeholders in achieving program goals
- Communicate to students, parents, and community members the behavioral and academic needs of each individual student
- Monitor, support, and assist a group of vulnerable high school aged youths performing near grade level, so that their individual educational needs are met

**The School Board of Broward County, Florida**

**June 1996 to October 2002**

**Academy Programs**

**Teacher**

- Team Leader for Eighth Grade Team members and students during Summer School
- Facilitated an FTE analysis
- Worked with Grade Book program as a resource tool
- Wrote and received a CitiBank Grant for Junior Science Academy
- Developed a program of instruction and curriculum for Junior Science

**The School Board of Broward County, Florida**

**June 1998 to June 2002**

**Nova Middle School**

**Sixth Grade Teacher**

- Performed Assistant Principal duties for acting Assistant Principal (behavioral and bus referrals and morning supervision)
- Implemented school-wide discipline plan
- Served as peer coach for teacher in the Science Department
- Served as a mentor to college students entering the Educational field
- Accessed BRIO for student data collection
- Instructed colleagues how to access and complete electronic interims
- Manually developed and implemented the school year master schedule for 1500 students
- Provided morning supervision in hallways and did bus duty
- Supported faculty in implementing safety throughout school so students have an equal and fair opportunity to learn
- Supported teachers in instruction to students with academic and behavior difficulties in the classroom
- Provided in-services to teachers on the Paideia method of instruction
- Led staff meeting to evaluate current literature and research regarding curriculum
- Initiated and designed a Curriculum Map for Sixth Grade Teachers
- Modified curriculum for Inclusion students, while implementing Individual Educational Plans
- Designed an interdisciplinary unit to meet the needs of middle school students

**The School Board of Broward County, Florida**

**June 1996 to June 1998**

**McNicol Middle School**

**Sixth Grade Teacher**

- Used ESOL instructional strategies and curriculum modifications to improve academic achievement of students

- Instructed sixth grade students according to the Sunshine State Standards in Math, Science, History

### **References**

- Pamela M. Heard, Coordinator, Coordinator of WIA/WTP Programs , (754) 321-2531
- Patricia Crawley, Coordinator, Academy Programs, (754) 323-3764
- Leontine Butler, Assistant Superintendent of Human Resource Development, (754) 321-5044
- Lourdes Gonzalez, Interim Principal, Everglades High School, (754) 323-0500

# KIMBERLY L. HARVEY

4504 Northwest 46 Street • Tamarac, Florida 33319

954-717-5719 (Home) • 954-496-4238 (Cellular) • 754-321-2618 (Office)

## OBJECTIVE

To obtain a Resource Teacher position with the Career, Technical Adult/ Community Education Department of Broward County Public Schools.

## EDUCATION

**Florida Atlantic University** Boca Raton, Florida Sept. 2006- Present  
Master of Educational Leadership and Administration  
Grade Point Average: 3.80

**Florida State University** Tallahassee, Florida Sept. 1991- May 1995  
Bachelor of Arts- Social Sciences./Sociology & Public Administration  
Grad Point Average: 3.50

## WORK EXPERIENCE

*Professional Services Contract Resource Teacher*

**Career, Technical and Adult/ Community Education Workforce Investment Act Summer Transitions Program**

**Broward County Public Schools** Fort Lauderdale, Florida April 2005- Present

(1) Deliver holistic and wrap-around support services to ensure that a targeted group of at-risk students receive a quality education within a safe and secure learning environment. Provide comprehensive services to potential youth dropouts, including, but not limited to: an Individualized Service Strategy used to plan program services, basic skills education, tutoring, support to families, and job placement assistance. Provide services that are customized to meet the specific interest, goals and needs of individual students. Implement strategies that improve educational and career options for youth. Promote collaboration by using a network of community businesses and agencies to connect young people with positive adult role models and to provide rich connections to the workplace. Implement best practices and youth development strategies to engage students as facilitators, creative thinkers, leaders, and decision-makers.

(2) Implement recruitment and orientation strategies that have validated success in fulfilling enrollment requirements. Ensure that all other performance requirements are met and/or exceed the evaluation benchmark. Ascertain that participants have met or are meeting program objectives. Assure that all activities are age and interest appropriate by effectively implementing research based principles that include links with sources of external supports, providing a variety of options for improving educational and skills competencies, engaging youth in setting their own goals and developing plans to achieve them, and customizing activities to address diverse learning styles, interests and goals.

(3) Facilitate enrichment activities including internships, after school tutorials, career explorations, and occupational skills training. Deliver individual and group counseling. Provide interventions to ensure student success. Develop employability, life skills, and budgeting competencies. Utilize techniques and resources to align instruction with Sunshine State Standards, High School Reform initiatives and the District's One Voice Plan.

(4) Monitor student attendance and academic performance. Maintain all records and data on student recruitment, placement, follow-up and case management. Utilize data for continuous improvement. Promote parental participation in the total educational process.

(5) Provide, as needed, connections to social services.

*Additional Assignments: Human Relations Council School Advisor*

*Professional Services Contract History Teacher*

**Ramblewood Middle, School Social Studies Department**

*Broward County Public Schools*

*Fort Lauderdale, FL*

*January 2005 to April 2005*

(1) Provision of academic instruction in the discipline of American History to eighth grade students. Creation of lesson plans based on Sunshine State Standards and ESOL and ESE mandates. Responsible for the creation and posting of lesson plans with corresponding Sunshine State Standards for parent review on the worldwide web at [www.Schoolnotes.com](http://www.Schoolnotes.com)

*Additional Assignments: Girls Track and Field Coach*

*Administrative Assistant/ Outreach Program Mentor*

**Florida State University College of Medicine, Department of Family Medicine and Rural Health**

*Tallahassee, Florida*

*August 2004 to December 2004*

(1) Mentored and tutored high school students selected to participate in the highly selective Science Students Together Reaching Instructional Diversity and Excellence (SSTRIDE) after school program.

(2) SSTRIDE Teaching Assistant at Fairview Middle School, Administrative Support and Grant Research.

*Research Fellow and Grant Writer*

**Harvard Medical School, School of Public Health**

**Health Policy Summer Research Fellowship**

*Boston, Massachusetts*

*May 2004 to August 2004*

(1) Conducted medical research entitled, "Analyzing Hypertension and Health Disparities in the Minority Geriatric Population" using current medical research journals and text, surveys, data analysis of medical records and statistical software packages.

(2) Preparation of grant proposal for the funding of a program that would expose medical students at Harvard Medical School to Techniques for Improved Physician – Patient Communication in Multicultural Setting.

*Case Manager II*

**State of Tennessee Department of Children and Families Services Child Abuse Hotline**

*Nashville, Tennessee*

*September 2003 to May 2004*

(1) Prepared child abuse reports based on information gathered from persons calling the child abuse hotline.

(2) Assigned a risk level to cases and made the appropriate referrals to child abuse investigators in a timely fashion in accordance with state policies.

*Professional Services Contract Teacher*

**Boyd Anderson High School, Social Studies Department and Science Department**

*Broward County Public Schools*

*Boca Raton, Florida*

*September 1999 to June 2003*

(1) Provision of classroom education in the following subjects: World History, American History, Physical Science and FCAT reading in accordance with the Florida Sunshine State Standards.

*Additional Assignments:* Human Relations Council School Advisor, Sophomore Class Co- Advisor, Crime Watch School Advisor, Certified New Teacher Clinical Educator (NESS), FCAT Test Administrator, Social Studies Brain Bowl Coordinator.

*Child Protection Case Manager, Adoptions Social Worker, Child Protection Investigator*

**State of Florida Department of Children and Families**

*Various Counties in the State of Florida*

*May 1995 to September 1999*

(1) Provision of case management, intervention and referral services to families in need of state supervision.

(2) Preparation of court reports and home studies which identified the strengths and weaknesses of family unit, case plan goals and progress and recommendations to the court.

(3) Monthly home visits and face to face contact with children and their families to discuss progress, provide counseling services and assess family dynamics.

**ADDITIONAL TRAINING & CERTIFICATIONS**

***Broward County Public Schools LEAD I Educational Training Program***

The first year of a two-year educational administration preparatory training program that includes leadership training, a mentoring cohort and the successful completion of the following courses: Time Management, Recognizing and Preventing Sexual Harassment, Conferencing Skills, ESOL for New Administrators, Sterling Training, Student Activities/ Field Trips, Effective Interpersonal Communication, 7 Correlates for Effective Schools. Successful completion of this leadership program qualifies a candidate to apply for assistant principal positions in Broward County Public Schools.

***Broward County Public Schools LEAD II Educational Training Program***

The second year of a two-year educational administration preparatory training program that includes leadership training, a mentoring cohort and the successful completion of the following courses: Safety & Security/ Threat Assessment, Decision Making and Problem Solving, Referral/ Classroom Management, Administration and Library Media Equals Student Achievement, Classroom Walkthrough, TERMS/ Scheduling, Budget Concepts, and Media Relations. Successful completion of this leadership program qualifies a candidate to apply for assistant principal positions in Broward County Public Schools.

***Florida Certified Child Protection Professional***

**SKILLS**

Proficient in Microsoft Office Suite - Excel, Word, PowerPoint, Front Page; Adobe Photoshop; SPSS and SAS (Statistical Analysis Software); TERMS/ Virtual Counselor

### **AFFILIATIONS/ACTIVITIES**

*Board Relations Chairperson, Community Medical Outreach*

*Member, Alpha Kappa Alpha Sorority, Incorporated*

*Member, Student National Medical Association*

### **AWARDS**

**Boyd Anderson High School's "Rookie Teacher of the Year" 1999/2000**

*Appreciation Award for "Dedication to Positive Human Relations and Promoting a Environment,"  
Broward County Schools.*

*References & Supporting Documents  
Available Upon Request*

2150 N.W. 30TH WAY • FORT LAUDERDALE, FL 33311 • • • •  
PHONE 954-733-0646 • E-MAIL CONNIE.MILLER@BROWARDSHOOLS.COM

## CONNIE D. MILLER

### POSITION

Teacher on Special Assignment-WIA

Workforce Investment Act

### PROFESSIONAL EXPERIENCE

1997-Present

Dillard High School

*Educator*

*Fort Lauderdale, FL*

- Biological Sciences, Honors, and AP Curriculum Training.
- Meet requirements of the Sunshine State Standards.
- Prepare and administer FCAT curriculum and proctoring.
- Instruct across the curriculum to engulf all facets of education.

Dillard Community School

*Adult Educator*

*Fort Lauderdale, FL*

- High school biological sciences and math out-of-field.
- ESOL strategies, testing, instruction, and placement.
- ABE/GED strategies, testing, instruction, and placement.
- Novanet Computer Programming.

City of Fort Lauderdale

*Director/Coordinator*

*Fort Lauderdale, FL*

- Director of grant funded programs for summer camps.
- Coordinator of personnel, programs, schedules, and payroll.
- Implementation of safety, food services, recreation, and sports programs.
- After School Intramural Activities (ASIA) Program at Dillard High School
- Supervised personnel, activities, and student registration.
- Performed all facets of monthly reports and documentation.



1985-1992  
*Manufacturing/Engineering*

Northrop Aircraft Corporation  
*Hawthorne, California*

- Boeing 727/747 aircraft and small parts manufacturing.
- Assembly of B-2 Stealth Bomber elevons.

1975-1985  
*Radar Operations/Air Traffic Control*

United States Air Force  
*Worldwide*

- Interceptor Training Bases, Radar Operations.
- Radar Aircraft/Airspace Identification
- Military/Civilian Air Traffic Control at Houston, Texas  
Kennedy Control Center.

## EDUCATION

2005-Present  
*Masters Degree Program*

Nova Southeastern University  
*Davie, FL*

- Pending
- K-12 Integrated Technology
- Completion date 12/06.

1992-1995  
*Bachelors of Science*

CSU Dominguez Hills  
*Carson, CA*

- Biology
- Pre Medical Curriculum

1989-1992  
*Bachelors of Science*

Los Angeles Southwest College  
*Los Angeles, CA*

- Interdisciplinary Studies
- Mathematics Discipline

## PROFESSIONAL MEMBERSHIPS

Phi Kappa Phi Honor Society

Science Society

AWARDS RECEIVED

---

Who's Who Among America's Teachers 2000

Teacher of the Year 2000

REFERENCES

---

Mr. Benjamin J. Williams, School Board Vice Chairperson

754-321-2205

Ms. Victoria Smith, Community School Administrator

754-322-0900

Mr. John Kelly, Principal

754-321-7250

Additional references upon request.

## KENDRA M. THOMPSON

### EDUCATION

---

Masters of Science, Human Resources Management, Nova Southeastern University, Davie, FL (October 2005- Present)

Bachelor of Arts, Psychology, Florida Atlantic University, Davie, FL (May 2002)

Major: Psychology

Minor: Sociology

Related course work: abnormal psychology, psychology of motivation, personality & social development, cognition, experimental design & statistical inferences, Research seminar: education research in reading & math, intermediate statistics lab (SPSS 10.0 update), interpersonal process, research methods in psychology, psychology of women, biological basis of behavior I, personality test and measurement, self and society, popular culture, social conflict, race & ethnic relations, family & society, (class, status, and power).

Associate of Arts, Psychology, Broward Community College, Davie, FL (August 2000)

Major: Psychology

Related course work: child psychology, human development, adolescent psychology, general psychology, statistics, American Sign Language I, general sociology, social problems, social psychology, American Sign Language II

### WORK EXPERIENCE

---

Summer Transitions Curriculum Facilitator, Career, Technical and Adult/Community Education (CTACE), School Board of Broward County, Fort Lauderdale, FL (May 2006- Present)

Social Science Teacher, Plantation High School, School Board of Broward County, Plantation, FL (October 2003- Present)

Substitute Teacher, School Board of Broward County, Fort Lauderdale, FL (September 2002- October 2003)

Reservation Agent, Imperial Majesty Cruise Line, Tamarac, FL, (September 1999- April 2000)

Teacher Aide, Bair Middle School, School Board of Broward County, Sunrise, FL (February 1999 - June 1999)

Cashier, Things Remembered, Plantation, FL (December 1998- January 1999)  
Perishable Accounts Payable, Winn-Dixie Corporate, Pompano Beach, FL (May 1998- August 1999)

Clerical, Personally Yours Temp Agency, Plantation, FL (July 1997- May 1998)

Cashier, Museum Of Discovery & Science, Fort Lauderdale, FL (October 1996- July 1997)

Office Assistant, Broward Community College, Fort Lauderdale, FL (June 1996- August 1996)

Cashier, Bears Ect., Plantation, FL, (November 1995- January 1996)

Camp Counselor, Broward Community College, Fort Lauderdale, FL (June 1995- August 1995)

Waitress, Jungle Queen, Fort Lauderdale, FL (January 1995- May 1995)

#### COMPUTER SKILLS

Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Windows 95, 98, 2000 and Windows XP, Lotus 1-2-3 and Word Pro, SPSS 10.0 Update, Internet Explorer 6.0

#### COMMUNITY ORGANIZATIONS

Member of Alpha Kappa Alpha Sorority Inc.

#### EXTRACURRICULAR ACTIVITIES

FAU Davie Black Student Union- President, Davie, FL;  
FAU Broward Psychology Association- Communications Officer, Davie, FL;  
FAU CLA Honors Association, Davie, FL;  
Tri-College Chapter of the NAACP, Davie, FL

#### HIGH SCHOOL VOLUNTEER EXPERIENCE

New River Middle, Fort Lauderdale, FL  
L A Lee YMCA, Fort Lauderdale, FL

#### HIGH SCHOOL EXTRACURRICULAR ACTIVITIES

Plantation High School Multi-Cultural Society- General Member 93-95  
Plantation High School Multi-Cultural Society- Historian 95-96  
Plantation High School Student Government- General Member 94-96  
Alpha Kappa Alpha Sorority, Inc., Excu-Prep Program 95-96

#### LANGUAGES

American Sign Language I & II

## LEOLA WASHINGTON

3901 Northwest 32<sup>ND</sup> Terrace \* Lauderdale Lakes, FL 33309  
(954) 735-0862 (H) (754) 321-2644 (W)

---

### SUMMARY OF QUALIFICATIONS

- Teacher on Special Assignment as Resource Teacher, Summer Transitions Program, with Career, Technical and Adult/Community Education (CTACE) for Blanche Ely High School
- Successfully served Teachers, Administrators and the population of economically and educationally disadvantaged individuals in age group 14 to adult for nearly 15 consecutive years by effectively utilizing my administrative and management skills
- Demonstrated knowledge of community structure, needs and concerns, and resources throughout Broward County which assisted in achieving the set goals each year
- Over 20 years in the U.S. Army's Administrative and Management fields throughout the United States and Europe
- Successfully held leadership and supervisory positions for over 20 years in the U.S. Army
- Attended professional schools and training related to my professional experience

### EXPERIENCE

The School Board of Broward County, Florida

#### Workforce Investment Act (WIA) Resource Teacher

10/92 to present

- Coordinate and facilitate WIA program, Summer Transitions, for Vocational, Adult and Community Education (VACE)/Career, Technical and Adult/Community Education (CTACE)
- Teach life skills/employability skills including Secretary's Commission on Achieving Necessary Skills (SCANS) in the Summer Transitions program summer component as well as during the regular school year
- Provide academic support that reinforces the concepts and competencies that are taught in the current grade level math, science, and language arts classes and Florida Comprehensive Achievement Test (FCAT)
- Monitor/provide interventions on student academics, attendance and behavior
- Conference students on report cards and interims
- Monitor class selection and academic plan
- Conduct classroom observations
- Conference with teachers/guidance counselors
- Conduct comprehensive guidance and counseling to students and parents
- Acclimate parents to the schools
- Coordinate parent/teacher conferences
- Coordinate field trips/symposiums/student activities/guest speakers
- Track community service hours
- Establish a safe environment for open communication with students
- Build youth/adult relationships
- Build youths' responsibility and leadership skills
- Meet with students during their lunch to provide any additional assistance necessary
- Prepare and maintain case notes
- Prepare and submit monthly student status report to Workforce One
- Monitor scores on the FCAT
- Monitor scores on the Benchmark Assessment Test
- Initiate phone calls to parents
- Monitor student incentive program and issue incentive checks
- Conduct home visits
- Collect data using instruments such as report cards and interims

- Initiate written correspondence to parents, partners, and school community
- Initiate referrals to outside agencies concerning needs of both students and parents
- Establish and collaborate with community partners
- Implement and monitor community service projects
- Assist students with scholarship applications
- Coordinate and implement guest speaker presentations
- Issue bus passes to students
- Meet with students in the community to assist with academics
- Confirm student attendance to school activities re: FCAT camps and tutoring
- Provide holistic support-attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers
- Conduct individual assessments to help determine appropriate education/training programs
- Assist students in developing suitable career plans
- Conduct continuous follow-up on individual progress
- Conduct follow-up support services for 12 months after student exits the program
- Attend school meetings
- Participate in team meetings
- Administer and interpret test data
- Structured the WIA Summer Transitions and Job Training Partnership Act (JTPA) Learn to Earn programs to meet the needs of the assigned high schools
- Facilitated effective communication between VACE and Department of Labor as well as other state and community agencies concerning Project Independence/Work and Gain Economic Self Sufficiency (PI/WAGES)
- Established the reputation with both educators and PI/WAGES staff as the directory of available resources to assist PI/WAGES customers in eliminating barriers to education
- Established enrollment procedures to allow a smoother transition for PI/WAGES customers entering education
- Supported teachers of adult students by making available the necessary resource materials at the Adult Literacy Resource Center

#### United States Army

#### **Personnel/Programs Management and Administration Officer**

8/82 to present

- Teach personnel of various age groups and lifestyles on many subjects required by the Department of Army as well as Department of Defense
- Prepare and maintain up-to-date curriculum and lesson plans for the Department of Army Soldier Support Institute, Adjutant General School
- Train new personnel as well as subordinate units, provide performance evaluation and counseling
- Determine appropriate action for various requests by referring to the appropriate rules and regulations
- Taught sponsorship skills to officers and noncommissioned officers in order to assist new personnel relocating to Germany
- Supervised the administrative activities of a work unit consisting of 11 or more personnel in support of 450 to 3500 personnel
- Managed the flow of over 14 million pounds of mail and over 7 million dollars in postal finance services for over 50,000 customers
- Established a program for interviewing recruited applicants for Officers in the United States Army that allowed a better means of helping prepare the applicant for the Officer selection board
- Screened personnel records to ensure applicants qualified for various positions
- Interviewed and selected personnel for positions on staff
- Advised the Commander on relocating personnel as needed to accomplish the mission or goals
- Maintained the authorized personnel strength through coordination with higher headquarters
- Contributed to higher headquarters ability to improve the accountability of personnel by automating the personnel files
- Wrote a standard operating procedure for awards tailored to meet the requirements of the organization

Teacher Certification  
Combined Arms and Services College  
Company Commanders Course  
Army Community Services  
Sponsorship  
Adjutant General Advanced  
Recruiting Officers Course  
Supervisory Development  
Adjutant General Basic  
Bachelor of Science  
(Business Education)

#### EDUCATION

State of Florida	1992
Fort Leavenworth, Kansas	1991
Vilseck, Germany	1990
Zwiebrucken, Germany	1989
Fort Benjamin Harrison, IND	1988
Fort Benjamin Harrison, IND	1985
Fort Rucker, Alabama	1983
Fort Benjamin Harrison, IND	1982
Texas College, Tyler Texas	1982

#### REFERENCES

Furnished upon request



## Timika A. Reid

1575 Northwest 183 Avenue ♦ Pembroke Pines, Florida 33029

Home (954)-441-9130 ♦ Mobile (954)-243-0294

Timika.Reid@gmail.com

---

### OBJECTIVE

To obtain a position with a dynamic organization to maximize my communication and organizational skills, as well as utilize my educational accomplishment. Work diligently in assisting the organization to achieve their goals and objectives.

### EDUCATION

Rutgers University, New Brunswick, New Jersey  
Bachelor of Arts in Communication, January 2006  
Minor: Spanish

### WORK EXPERIENCE

Broward County Public Schools, Fort Lauderdale, Florida

03/2006 - Present

#### Clerk Specialist III

- Provision of administrative support to the Career, Technical and Adult/Community Education (CTACE) staff.
- Compile demographic database for student population.
- Maintain resource manuals for program guidelines and training requirements.
- Create correspondence letters and memos, monthly program reports, and budget requisitions.
- Register participants of the Workforce Investment Act Programs in the Employ Florida Marketplace system.
- Extract academic and attendance reports from countywide student database system.

Rutgers University Libraries, New Brunswick, New Jersey

09/2001 – 12/2005

#### Receptionist/Administrative Assistant - Administration Department

- Monitored front area reception desk for busy library administration office. Answered phones, greeted and directed visitors to appropriate departments.
- Handled daily mailings, entered data for reports, filed and faxed confidential information.
- Assisted the Communications and Alumni Foundation Departments with numerous special projects and maintained databases for events.

MSNBC, Secaucus, New Jersey

09/2005 – 11/2005

#### Television Production/ Newsroom Intern

- Assisted the Production Department in the planning, facilitating and execution of live newscasts.
- Knowledge and use of INews Software.

### ACTIVITIES

Co-President, Paul Robeson Special Interest Living Section  
Rutgers University, New Brunswick, New Jersey

09/2002 – 05/2003

- Directed a committee of five group members to implement a variety of social and academic activities for college freshman.
- Planned events such as the Minority Outreach Program and the Paul Robeson Annual Awards Gala.

### COMPUTER SKILLS

- Proficient with Microsoft program applications such as Word, Excel, Powerpoint, FileMakerPro, Internet browsers and Mac OS.
- Basic knowledge and use of Adobe Acrobat Reader, PhotoShop and other desktop publishing software.
- Type 50 WPM.

**Jennifer J. Millard**  
4779 Northwest 5<sup>th</sup> Court  
Coconut Creek, Florida 33063  
Home (954) 968-7539  
[jennifer.millard@browardschools.com](mailto:jennifer.millard@browardschools.com)

---

## QUALIFICATIONS

- ▶ Provided career counseling and planning to participants from various income levels and ethnic groups
- ▶ Pre-screened and orientated potential participants for Workforce Investment Act services
- ▶ Monitored youth and adult participants during vocational and work experience training programs
- ▶ Wrote vocational and suitability reports with recommendations to professional staff from other public and private entities
- ▶ Administered and interpreted vocational assessment and academic achievement tests
- ▶ Arrange support services and life-skills instruction for troubled youth in a residential setting
- ▶ Counsel, monitor and organize activities for at-risk youth
- ▶ Render community advocacy services to youth and adult participants
- ▶ Assisted in the planning and development of an inter agency day care center
- ▶ Establish and maintain community resources
- ▶ Perform data entry as required to meet deadlines and performances standards
- ▶ Organize and uphold accurate participant files
- ▶ Present career and financial aid options to high school and middle school youth
- ▶ Assisted Exceptional Student Education, Dropout Prevention, and Limited-English Proficient personnel identify vocational/career needs of special populations
- ▶ Possess a Class "B" Florida Commercial driver's license

## **WORK HISTORY**

### **Technical Career Advisor**

*The School Board of Broward County, Ft. Lauderdale, Florida 2001 – present*

### **Career Counselor**

*Lockheed Martin-IMS Fort Lauderdale, Florida, 1999 – 2001*

### **Employment Counselor**

*Broward Employment and Training Administration Ft. Lauderdale, Florida 1990 – 1999*

### **Youth Case Manager**

*Covenant House Florida Ft. Lauderdale, Florida 1989 – Present (per Diem)*

## **EDUCATION**

### **Nova Southeastern University, Davie, Florida**

*Working toward a Master's in School Counseling anticipated date of graduation  
May 2007*

### **St. John's University, Jamaica, New York**

*Bachelor of Arts*

*Major: Psychology/Social Work*

### **OMTI-Workforce Training Institute (Ohio Management & Training Institute)**

*Certificate of Achievement – 0.5 Continuing Education Unit (CEU's)*

*Subject: After They Go To Work, May 1998*

*Certificate of Achievement-1 CEU*

*Subject: Working with the Hostile and Resistant Client, August 1998*

### **Florida Atlantic University**

*Certificate of Achievement – 12.0 CEU's*

*Subject: Career Development Facilitator Training, August 1996*

### **Special Honor: Employee of the Quarter**

*Broward Employment and Training Administration, January 1995*

**References available upon request**

**RAINA AGUIRRE**  
12272 NW 30 Manor  
Sunrise, FL 33323  
(954) 741-3682  
RLA89@yahoo.com

## **OBJECTIVE:**

Seeking a Continuing Education Advisor position within a school setting.

## **EDUCATION:**

**Bachelor of Arts in Psychology**-May 1993  
San Francisco State University

## **SUMMARY OF QUALIFICATIONS:**

- Over 10 years of professional work experience with concentrations in education, customer relations and telecommunications.
- From my experience as an advisor, mentor, and customer relations representative, I have developed superior organizational, problem solving and communication/interpersonal skills.
- High degree of computer literacy including experience in the use of word-processing, spreadsheet programs, installing software and troubleshooting problems with equipment.
- Commanded the respect of staff for effectively maintaining working relationships in a team-oriented environment.

## **WORK EXPERIENCE**

**The School Board of Broward County Florida, Fort Lauderdale, FL 1999 - Present**  
Vocational/Career Advisor

- Maintain comprehensive client files/case records and provide assistance with appropriate documentation.
- Work with agencies and service providers to facilitate case coordination and information sharing.
- Coordinated career assessment activities, with school administrative staff, targeting high school students.
- Prepared presentations for delivery to students considering post secondary education options.

**Cellular One, South San Francisco, CA 1996-1999**  
Customer Commitments Analyst

- Handled correspondence and communicated with customers to keep them informed about service related issues and service offerings.
- Analyzed and resolved moderate customer service requests such as bill reconciliations and security deposit refunds.
- Assisted in the training of new representatives.
- Participated in the development of new policies and procedures.

## **REFERENCES:**

Available upon request

*Pamela Martin Heard*  
*7 Metree Way*  
*Pikesville, Maryland 21208*  
*Work: (410) 396-8555 Home: (410) 496-7629*

---

## PROFILE

Extensive supervisory and administrative experience at the local level in program development, implementation, management, and evaluation along with fiscal management and a technical background in secondary education.

## EDUCATION

M. Ed., Vocational Rehabilitation Counseling, Coppin State College, Baltimore, Maryland.

B.S., Home Economics Education, Morgan State University, Baltimore, Maryland.

Additional Coursework: Administration/Supervision, Loyola College of Maryland, Baltimore, Maryland

## CREDENTIALS

Maryland State Certification Endorsements: Secondary Principal/Supervisor  
Guidance Counselor  
Family and Consumer Sciences, Grades 6-12

## PROFESSIONAL EXPERIENCE

**Curriculum Specialist**  
Curriculum and Instruction  
Career and Technology Education  
Baltimore City Public School System

1993 - Present

Provide leadership for Health and Human Services programs, Vocational Support Services, and Family and Consumer Sciences. Evaluate teacher performance. Provide leadership in monitoring and compliance with Carl D. Perkins Vocational and Applied Technical Education Act Amendments of 1998. Provide technical assistance in the development and implementation of proposals for other grant funds. Maintain linkages with business and industry, community-based organizations, and local, state, and national stakeholders-Office of Employment Development, city agencies, policymakers and parents-to ensure that programs meet industry standards. Coordinate with industry advisory boards to identify resources to support instruction; to serve as mentors, to provide work based learning opportunities for students, and to conduct seminars relevant to career readiness. Keep abreast of OSHA/MOSHA regulations. Monitor the safe and sanitary operation of programs. Recruit qualified staff and recommend placement in critical areas. Research, review, and recommend curriculum, equipment, resource materials and textbooks. Facilitate appropriate instructional delivery for individual programs. Maintain approval for granting certification for students completing the early childhood program. Provide guidance in the planning and development of facility construction. Plan and coordinate professional development activities funded by local, state, and federal resources. Work collaboratively with the community college and industry advisory boards to develop nine articulated, industry validated Tech Prep programs. Provide students the opportunity for advanced placement and certifications and/or licensures that meet industry validated standards.

**Assistant Principal**  
Upton School  
Baltimore City Public School System

1998 - 1999

Provided leadership for the home and hospital teaching staff of 85 for the delivery of instruction to students grades k-12. Managed daily operations and budget oversight. Monitored staff to ensure compliance and timelines for all instructional delivery and services. Coordinated and conducted professional development for staff to support system wide goals and objectives.

Pamela M. Heard  
212-34-0400

**Instructor/Adult Program**

Part-time

Baltimore City Public School System

**1996-Present**

Provided leadership in the development, instruction, and evaluation of adult education programs. Reviewed and adapted course materials and training aids. Provided individualized learning for adults with varying levels of academic capability. Managed fiscal budget for the program.

**Educational/Instructional Specialist**

Bureau of Special Programs

Vocational, Adult and Alternative Education

Baltimore City Public Schools

**1988-1993**

Monitored the daily operations of The Kid's Diner, a student operated business venture funded partially by Job Training Partnership Act (JTPA) now known as Workforce Investment Act (WIA). Maintained payroll for vocational staff and students. Monitored workplace skill development, competence, and business development. Provided seminars for job seeking and keeping skills. Monitored site for compliance with safety and sanitation requirements of local and state regulatory agencies. Coordinated program evaluation to assure that grant fund expenditures were aligned with and in compliance with approved plan. Provided leadership and support for other school sites in instructional delivery for occupational home economics programs. Evaluated teachers. Purchased equipment, materials and supplies for instruction. Coordinated curriculum development. Served as a liaison to program advisory boards and business partners.

**Staff Associate**

Business Management Division

Office of Equipment Repair

Baltimore City Public Schools

**1986-1988**

Coordinated system-wide repairs and maintenance of all equipment. Provided leadership for assigned professional and support staff. Negotiated contracts for procurement of services. Reviewed and authorized payment to vendors and contractors for repairs. Reviewed and analyzed service for equipment repairs for quality assurance including follow-up. Monitored records and submitted quarterly fiscal reports.

**Resource Teacher/Middle and High School Teacher**

Baltimore City Public Schools

**1970 - 1986**

Provided leadership and supervised a staff of ten teachers. Developed and managed the program budget. Designed and identified curriculum materials, equipment and supplies. Coordinated special projects at the state and local levels. Coordinated staff training. Obtained industry sponsorship of program initiatives including curriculum analysis and validation, support of student organizations, workstudy opportunities for both staff and students. Managed an after school workstudy program for 30 students and 3 teachers in the production, marketing and sale of signature items at the Baltimore Inner Harbor utilizing JTPA now WIA funds. Maintained program records, inventory and quality control. Procured materials and supplies. Monitored and evaluated staff and student performance. Complied with all grant requirements. Performed all duties and responsibilities for classroom instruction to assure student success.

### **RELATED EXPERIENCE**

Community Law In Action Innovation High School Steering Committee, 2002-Present  
Education Committee of the Youth Council of Baltimore, 2002-Present  
Community Law In Action Board Member, University of Maryland School of Law, 2000-Present  
Middle States Visiting Team member, Baltimore, Maryland 1997.  
National Academy Foundation Academy of Travel, Tourism and Hospitality Board Member, 1995-Present.

### **HONORS AND AWARDS**

Maryland Hospitality Education Foundation SPECTRUMS Award, 2000  
Who's Who In Hospitality and Tourism in Maryland 1997-1998

### **PROFESSIONAL/ PERSONAL AFFILIATIONS**

Association of Supervision and Curriculum Development

Phi Delta Kappa

Alumni Association of Morgan State University

Chairperson Interior Design Section Maryland Home Economics Association, 1991-1992

### **PRESENTATIONS/SPECIAL PROJECTS**

*Showcase of the Stars-Maryland Hospitality Education Foundation and Multicultural Hospitality Business Alliance 2002.*

*Shadowing Chefs-Mayor's Inaugural Reception, .Baltimore, Maryland 2000.*

*Steps for Special Education, Baltimore City Public School System, 2000.*

*Collaboration-The Academy of Travel, Tourism and Hospitality Program, Prince George's County Workforce Development Board Hospitality Committee, 2000.*

*Integrating Academics In Career and Technology Education: A Key Practice for Success, Baltimore City Public School System 1999.*

### **COMMUNITY SERVICE/VOLUNTEERISM**

Combined Charities of Central Maryland

Center Stage Theater

4-H Youth Clubs

Girl Scouts of Central Maryland



# **APPENDICES**

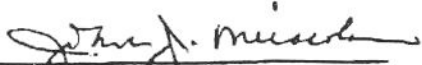
- **Fiscal Certification**
- **Debarment and Suspension Forms**
- **Lobbying Certification**
- **Drug Free Work Place Attestation**

The School Board of Broward County, Florida

## FISCAL CERTIFICATION

March 1, 2007

I John Miracola, certify that the budget is a true estimate based upon available information at the time of its submission.

A handwritten signature in dark ink, appearing to read "John J. Miracola", is written over a horizontal line.

John Miracola, Director

Career, Technical and Adult /Community Education

-----  
Certification Regarding Debarment, Suspension, and Other  
Responsibility Matters Lower Tier Covered Transactions  
-----

This certification is required by the regulations implementing Executive order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

Before signing this certification, read the attached instructions, Attachment A, which are an integral part of the certification.

(1) The prospective recipient of Federal Assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by an Federal department or agency.

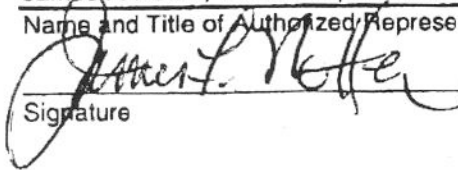
(2) Where the prospective recipient of Federal assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation of this proposal.

The School Board of Broward County, Florida

Contractor Name

James F. Notter, Interim Superintendent of Schools

Name and Title of Authorized Representative

  
Signature

\_\_\_\_\_  
Date

# DISCLOSURE OF LOBBYING FORM

<b>1. Type of Federal Action:</b> _____ a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> _____ a. bid/offer/application b. initial award c. post-award	<b>3. Report Type:</b> _____ a. initial filing b. material change For Material Change Only year _____ quarter _____ date of last report _____
---	--	--

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA DOES NOT PARTICIPATE IN LOBBYING ACTIVITIES**

<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ and Subawardee Tier _____ if known:	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name</b> Address of Prime: _____  Congressional District, if known: _____
--	--

<b>6. Federal Department/ Agency:</b> _____	<b>7. Federal Program Name/Description:</b> _____  CFDA Number, if applicable: _____
---	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> _____
--	---

<b>10. a. Name and Address of Lobbying Entity</b> (If individual, last name, first name, MI)	<b>b. Individuals Performing Services</b> (including address if different from No. 10a.) (last name, first name, MI)
(Attach Continuation Sheet(s) SF-LLL-A, if necessary)	(Attach Continuation Sheet(s) SF-LLL-A, if necessary)

<b>11. Amount of Payment (check all that apply):</b> _____ actual _____ planned	<b>13. Types of Payment (check all that apply):</b> a. retainer b. one-time fee c. commission d. contingent fee e. deferred f. other, specify: _____
<b>12. Form of Payment (check all that apply):</b> a. cash b. In-kind, specify: nature _____ value _____	

14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11.

7

(Attach Continuation Sheet(s) SF-LLL-A, if necessary)

15. Continuation Sheet(s) SF-LLL-A attached: \_\_\_\_\_ YES \_\_\_\_\_ NO

Information requested through this form is authorized by title 31 U.S.C. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.<sup>6</sup>

Signature

Print Name: James F. Notter

Title: Interim Superintendent of Schools

Telephone Number: 754-321-2600 Date: March 1, 2007

Approved by OMB 0348-0046  
<sup>6</sup> Approved by OMB 0348-0046

Authorized for Local Reproduction Standard Form LLL-A  
Authorized for Local Reproduction Standard Form LLL-A

ITN 2006 2007  
Youth  
Page 95

## CERTIFICATION REGARDING DRUG-FREE WORKPLACE

Pursuant to the Drug-Free Workplace Act of 1988 and its implementing regulations codified at 29 CFR 98, Subpart, F.I, Tom Gallagher, the undersigned, in representation of the Department of Education, the Contractor, attests and certifies that the Contractor will provide a drug-free workplace by the following actions.

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Contractor's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- B. Establishing an ongoing drug-free awareness program to inform employees concerning:
  - 1. The dangers of drug abuse in the workplace.
  - 2. The policy of maintaining a drug-free workplace.
  - 3. Any available drug counseling, rehabilitation and employee assistance programs.
  - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- C. Making it a requirement that each employee to be engaged in the performance of the contract be given a copy of the statement required by paragraph A.
- D. Notifying the employee in the statement required by paragraph A that, as a condition of employment under the contract, the employee will:
  - 1. Abide by the terms of the statement.
  - 2. 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 (5) calendar days after such conviction.
- E. Notifying the agency in writing ten (10) calendar days after receiving notice under subparagraph D.2. from an employee or otherwise receiving actual notice of such conviction. We will provide such notice of convicted employees, including position title, to every Grant officer on whose Grant activity the convicted employee was working. The notice shall include the identification number (s) of each affected contract/Grant.

- F. Taking one of the following actions, within thirty (30) calendar days of receiving notice under subparagraph D.2., with respect to any employee who is so convicted.
1. 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.
  2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local, health, law enforcement or other appropriate agency.
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of this entire certification.
- H. Notwithstanding, it is not required to provide the workplace address under the contract. As of today, the specific sites are known and we have decided to provide the specific addresses with the understanding that if any of the identified places change during the performance of the contract, we will inform the agency of the changes. The following are the sites for the performance of work done in connection with the specific contract including street address, city, county, state and zip code:

Check (X) if there are workplaces on file that are not identified here.

Check ( ) if an additional page was required for the listing of the workplaces.

#### CERTIFICATION

I declare, under penalty of perjury under the laws of the United States and under the penalties set forth by the Drug-Free Workplace Act of 1988, that this certification is true and correct.

James F. Notter, Interim Superintendent of Schools

Name and Title of Authorized Representative Name of contractor

Signature

Date

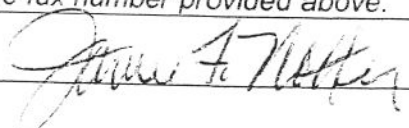


# APPENDICES

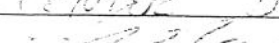
# REFERENCE FORMS

## EXPERIENCE REFERENCE FORM

The below named organization is in the process of responding to a Invitation to Negotiate (ITN) released by Workforce One, the fiscal agent and administrative entity for the regional workforce board in Broward County, Florida. This ITN is soliciting Proposals from agencies interested in presenting their technical and financial qualifications to provide youth program services under the Workforce Investment Act of 1998. One of the ITN requirements is that the proposer must have this form completed by at least three (3) organizations, which can comment on the proposer's capacity to provide the services proposed. Please complete and sign the reference form and fax it to WorkForce One, attention Ms. Pam Leggett, (954) 535-2342.

Proposer Organization	The School Board of Broward County, Florida
Proposer Representative or Contact Signing Below for the Organization	James F. Notter
Title of Authorizing Signatory	Interim Superintendent of Schools
<i>The undersigned individual certifies that they are authorized to represent the above named organization and authorizes <u>One Stop Center-South</u> to provide the requested information, complete this form and submit the form to WorkForce One at the fax number provided above.</i>	
Signature	
Date	

### For Completion By Organization Providing the Reference

Name of Person Completing this Form	LINDA MATHIN
Title	CENTER DIRECTOR
Signature	

**Please check all services provided by the Proposer Organization for your entity:**

<input checked="" type="checkbox"/>	Eligibility determination
<input checked="" type="checkbox"/>	Assessment
<input checked="" type="checkbox"/>	Development of Individual Service Strategy
<input checked="" type="checkbox"/>	Case management and counseling
<input checked="" type="checkbox"/>	Data entry
<input checked="" type="checkbox"/>	On the Job Training
<input checked="" type="checkbox"/>	Work Experience
<input checked="" type="checkbox"/>	Citizenship Training
<input checked="" type="checkbox"/>	Occupational Skills Training
<input checked="" type="checkbox"/>	WIA Ten Elements - Please Specify
<input checked="" type="checkbox"/>	Basic Skill Remediation / GED Preparation (Please Circle)
<input checked="" type="checkbox"/>	Job Placement
<input checked="" type="checkbox"/>	Placement into Post Secondary Training, Apprenticeship or the Military (Circle all that apply)
	Other please describe:

Please check the box, which best describes the youth served by proposer. Check all boxes, which apply.

<input checked="" type="checkbox"/>	Older Youth (Ages 19 –21)
<input checked="" type="checkbox"/>	Younger Youth (Ages 14 – 18)
<input checked="" type="checkbox"/>	In School Youth
<input checked="" type="checkbox"/>	Out of School Youth
<input checked="" type="checkbox"/>	Teen Parents
<input checked="" type="checkbox"/>	Youth at Risk of Needing Welfare Services in the Future
<input checked="" type="checkbox"/>	Youth Receiving Welfare Services
<input checked="" type="checkbox"/>	Youth Transitioning to Independent Living
<input checked="" type="checkbox"/>	Ex Offenders
<input checked="" type="checkbox"/>	Disabled Youth
	Other: Please Describe

During what period of time was this work performed? Check all which apply.

<input type="checkbox"/>	Program Year 2003 – 2004
<input type="checkbox"/>	Program Year 2004 – 2005
<input checked="" type="checkbox"/>	Program Year 2005 - 2006

### Service and Cost Levels

Total Number of Youth Served		Cost Per Participant	\$
------------------------------	--	----------------------	----

Please rate the following specific factors relative to this agency's effectiveness, on a scale of 1 to 5, with 5 being the highest/best.

Quality of Services				
1	2	3	4	5
Delivering the Services As Provided Under their Agreement				
1	2	3	4	5
Proposer Met All Performance Objectives				
1	2	3	4	5
Communication with Board staff				
1	2	3	4	5
Communication with Regional Board				
1	2	3	4	5
Timeliness (meeting deadlines and adherence to contract schedule)				
1	2	3	4	5

Please rate the following specific factors relative to this agency's effectiveness, on a scale of 1 to 5, with 5 being the highest/best (continued):

Day-to-day responsiveness				
1	2	3	4	5
Hiring and retaining competent staff				
1	2	3	4	5
Supervising and motivating staff				
1	2	3	4	5
Assessment, case management, career plan development, and referral / provision of appropriate services to youth				
1	2	3	4	5
Management of the youth files, and case notes both hard copy and system copy including data entry				
1	2	3	4	5
Establishing and maintaining effective working relationships with community partners				
1	2	3	4	5
Continuous quality improvement including developing and implementing corrective action plans				
1	2	3	4	5
Administrative and financial management				
1	2	3	4	5
Providing excellent service				
1	2	3	4	5
Conforming to contract requirements and to standards of good business practices				
1	2	3	4	5
Forecasting and controlling costs				
1	2	3	4	5
Demonstrating business-like concern for the interest of the youth and the Board				
1	2	3	4	5
Willingness to cooperate with, and assist, the Board when confronted with unanticipated circumstances				
1	2	3	4	5
How would you rate your overall experiences with this proposer?				
1	2	3	4	5

Please respond to the following:

To the best of your knowledge:	Yes	No
Has proposer failed to complete any contract?		<input checked="" type="checkbox"/>
Has any contract between Proposer and your organization been terminated due to alleged poor performance or default?		<input checked="" type="checkbox"/>
Has the proposer been found to be in violation of any provision of federal, state or local regulations in a financial audit report, monitoring report or other review?		<input checked="" type="checkbox"/>
Has the proposer or any key staff been convicted of any criminal conduct or been found in violation of any federal, state or local statute, regulation, or court order?		<input checked="" type="checkbox"/>
Has the proposer or any key staff been barred from bidding on federal contracts or from doing work with any state or local government or any regional workforce investment board?		<input checked="" type="checkbox"/>
Has any final audit of a contract operated by the respondent included questioned costs that have been or are subject to repayment?		<input checked="" type="checkbox"/>
Would you say this respondent (and its key staff) has conducted itself with a high degree of integrity?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Would you contract with the proposer organization again?	<input checked="" type="checkbox"/>	

Provide any general comments you feel you would like to add:

WorkForce One thanks you for taking the time to complete this reference form.

## EXPERIENCE REFERENCE FORM

The below named organization is in the process of responding to a Invitation to Negotiate (ITN) released by Workforce One, the fiscal agent and administrative entity for the regional workforce board in Broward County, Florida. This ITN is soliciting Proposals from agencies interested in presenting their technical and financial qualifications to provide youth program services under the Workforce Investment Act of 1998. One of the ITN requirements is that the proposer must have this form completed by at least three (3) organizations, which can comment on the proposer's capacity to provide the services proposed. Please complete and sign the reference form and fax it to WorkForce One, attention Ms. Pam Leggett, (954) 535-2342.

Proposer Organization	The School Board of Broward County, Florida
Proposer Representative or Contact Signing Below for the Organization	James F. Notter
Title of Authorizing Signatory	Interim Superintendent of Schools
<i>The undersigned individual certifies that they are authorized to represent the above named organization and authorizes <u>One Stop Center-Central</u> to provide the requested information, complete this form and submit the form to WorkForce One at the fax number provided above.</i>	
Signature	
Date	

### For Completion By Organization Providing the Reference

Name of Person Completing this Form	
Title	
Signature	<i>Carla N. ... Arbor</i>

**Please check all services provided by the Proposer Organization for your entity:**

<input type="checkbox"/>	Eligibility determination
<input type="checkbox"/>	Assessment
<input type="checkbox"/>	Development of Individual Service Strategy
<input type="checkbox"/>	Case management and counseling
<input type="checkbox"/>	Data entry
<input type="checkbox"/>	On the Job Training
<input type="checkbox"/>	Work Experience
<input type="checkbox"/>	Citizenship Training
<input type="checkbox"/>	Occupational Skills Training
<input type="checkbox"/>	WIA Ten Elements - Please Specify
<input type="checkbox"/>	Basic Skill Remediation / GED Preparation (Please Circle)
<input type="checkbox"/>	Job Placement
<input type="checkbox"/>	Placement into Post Secondary Training, Apprenticeship or the Military (Circle all that apply)
<input type="checkbox"/>	Other please describe
<input type="checkbox"/>	
<input type="checkbox"/>	



Please check the box, which best describes the youth served by proposer. Check all boxes, which apply.

<input checked="" type="checkbox"/>	Older Youth (Ages 19 –21)
<input type="checkbox"/>	Younger Youth (Ages 14 – 18)
<input type="checkbox"/>	In School Youth
<input checked="" type="checkbox"/>	Out of School Youth
<input checked="" type="checkbox"/>	Teen Parents
<input checked="" type="checkbox"/>	Youth at Risk of Needing Welfare Services in the Future
<input type="checkbox"/>	Youth Receiving Welfare Services
<input type="checkbox"/>	Youth Transitioning to Independent Living
<input type="checkbox"/>	Ex Offenders
<input type="checkbox"/>	Disabled Youth
<input type="checkbox"/>	Other: Please Describe

During what period of time was this work performed? Check all which apply.

<input checked="" type="checkbox"/>	Program Year 2003 – 2004
<input checked="" type="checkbox"/>	Program Year 2004 – 2005
<input checked="" type="checkbox"/>	Program Year 2005 - 2006

### Service and Cost Levels

Total Number of Youth Served		Cost Per Participant	\$
------------------------------	--	----------------------	----

Please rate the following specific factors relative to this agency's effectiveness, on a scale of 1 to 5, with 5 being the highest/best.

Quality of Services				
1	2	3	4	5
Delivering the Services As Provided Under their Agreement				
1	2	3	4	5
Proposer Met All Performance Objectives				
1	2	3	4	5
Communication with Board staff				
1	2	3	4	5
Communication with Regional Board				
1	2	3	4	5
Timeliness (meeting deadlines and adherence to contract schedule)				
1	2	3	4	5

Please rate the following specific factors relative to this agency's effectiveness, on a scale of 1 to 5, with 5 being the highest/best (continued):

Day-to-day responsiveness				
1	2	3	4	5
Hiring and retaining competent staff				
1	2	3	4	5
Supervising and motivating staff				
1	2	3	4	5
Assessment, case management, career plan development, and referral / provision of appropriate services to youth				
1	2	3	4	5
Management of the youth files, and case notes both hard copy and system copy including data entry				
1	2	3	4	5
Establishing and maintaining effective working relationships with community partners				
1	2	3	4	5
Continuous quality improvement including developing and implementing corrective action plans				
1	2	3	4	5
Administrative and financial management				
1	2	3	4	5
Providing excellent service				
1	2	3	4	5
Conforming to contract requirements and to standards of good business practices				
1	2	3	4	5
Forecasting and controlling costs				
1	2	3	4	5
Demonstrating business-like concern for the interest of the youth and the Board				
1	2	3	4	5
Willingness to cooperate with, and assist, the Board when confronted with unanticipated circumstances				
1	2	3	4	5
How would you rate your overall experiences with this proposer?				
1	2	3	4	5

Please respond to the following:

To the best of your knowledge:	Yes	No
Has proposer failed to complete any contract?		X
Has any contract between Proposer and your organization been terminated due to alleged poor performance or default?		X
Has the proposer been found to be in violation of any provision of federal, state or local regulations in a financial audit report, monitoring report or other review?		X
Has the proposer or any key staff been convicted of any criminal conduct or been found in violation of any federal, state or local statute, regulation, or court order?		X
Has the proposer or any key staff been barred from bidding on federal contracts or from doing work with any state or local government or any regional workforce investment board?		X
Has any final audit of a contract operated by the respondent included questioned costs that have been or are subject to repayment?		X
Would you say this respondent (and its key staff) has conducted itself with a high degree of integrity?	X	
Would you contract with the proposer organization again?	X	

Provide any general comments you feel you would like to add:

Ed of Ed has always exceed our expectations in delivery services. - Always provide outstanding services to youth, very youth friendly.  
Ed Zaman

WorkForce One thanks you for taking the time to complete this reference form.

# **REFERENCE LETTERS**



# Whiddon-Rogers Education Center

---

Broward County Public Schools



February 27, 2007

Mr. John Miracola, Director  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

Dear Mr. Miracola:

I would like to express my support for the proposed programs, RESPONSIBILITY AWARENESS TRAINING EMPLOYMENT AND EMPOWERMENT (**RATE** <sup>2</sup>) and MAKING POSITIVE ACHEIVEMENTS with CAREER TRAINING (**M-PACT**). This program serves students within the School Board of Broward County by providing a variety of social, academic and emotional support services to the participants and their families.

This is a great opportunity to collaborate with a program which will offer services for youth to *successfully complete high school and be prepared for employment or other post-secondary options*. We are excited about providing this option for students.

We look forward to the collaboration with Broward County Public Schools School to Career Department and participation in this imitative.

Sincerely,

David L. Watkins, Assistant Principal  
Whiddon-Rogers Education Center

C: Linda Thomas, Principal  
Whiddon-Rogers Education Center

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Dillard High School  
Merceda Stanley, Principal  
2501 NW 11<sup>th</sup> Street  
Fort Lauderdale, FL 33211  
754-322-0800 - Telephone  
754-322-0930 - Facsimile

## SCHOOL BOARD

*Chair*  
*Vice Chair*

BEVERLY A. GALLAGHER  
ROBIN BARTLEMAN  
MAUREEN S. DINNEN  
JENNIFER L. GOTTLIEB  
PHYLLIS C. HOPE  
STEPHANIE ARMA KRAFT, ESQ.  
ROBERT D. PARKS, Ed.D.  
ELEANOR SOBEL  
BENJAMIN J. WILLIAMS

JAMES F. NOTTER  
*Interim Superintendent of Schools*

February 14, 2007

Kendra Thompson, Curriculum Facilitator  
Workforce Investment Act  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301


Dear Ms. Thompson:

I would like to express my enthusiasm concerning the Summer Transitions Program. This program serves a select group of students at Dillard High School. This program is designed to meet the needs of the participants and so far it has exceeded my expectations.

I would like to commend you for your dedication and commitment to the Summer Transitions Program and to the students. You have exerted yourself to the fullest extent and stressed to all that education is paramount.

I am privileged to have this in-school program at Dillard High School and look forward to a continued partnership. I salute your commitment to excellence!

Sincerely,

  
Ms. Merceda Stanley, Principal  
Dillard High School

MS:cm



# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

## HALLANDALE "ALL MAGNET" HIGH SCHOOL

ROSEMARY CHAMBERS, Principal  
720 NW 9<sup>th</sup> Avenue  
Hallandale Beach, Florida 33009  
754-323-0900  
754-323-1030 FAX  
www.hallandalehs.org

## SCHOOL BOARD

Chairperson BEVERLY A. GALLAGHER  
Vice Chairperson ROBIN BARTLEMAN

MAUREEN S. DINNEN  
JENNIFER LEONARD GOTTLIEB  
PHYLLIS C. HOPE  
STEPHANIE ARMA KRAFT, ESQ.  
ROBERT D. PARKS, Ed.D.  
ELEANOR SOBEL  
BENJAMIN J. WILLIAMS

JAMES F. NOTTER  
Interim Superintendent of Schools

February 27, 2007

Amy Cadigan, Curriculum Facilitator  
Workforce Investment Act  
Career, Technical and Adult/Community Education  
600 SE 3<sup>rd</sup> Street  
Fort Lauderdale, FL 33301

Dear Ms. Cadigan:

Thank you for your dedication and commitment to the Summer Transitions Program at Hallandale High School. The students in the program have benefited from your efforts. Your loyalty to our students is commendable and greatly appreciated.

Hallandale High School is privileged to have this in-school program and we look forward to working with you in this continued partnership with Summer Transitions next school year.

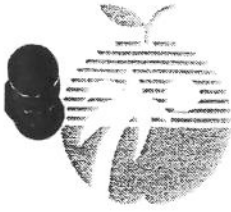
Thank you for your commitment to excellence!

Sincerely,

Rosemary Chambers  
Principal

abr





## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

BOYD H. ANDERSON HIGH SCHOOL  
Kevin A. Sawyer, M.Ed., Principal  
3050 Northwest 41<sup>st</sup> Street  
Lauderdale Lakes, Florida 33309  
754-322-0200 – Fax: 754-322-0330

### SCHOOL BOARD

*Chair* BEVERLY A. GALLAGHER  
*Vice Chair* ROBIN BARTLEMAN  
MAUREEN S. DINNEN  
JENNIFER L. GOTTLIEB  
PHYLLIS C. HOPE  
STEPHANIE ARMA KRAFT, ESQ.  
ROBERT D. PARKS, Ed.D.  
ELEANOR SOBEL  
BENJAMIN J. WILLIAMS

JAMES F. NOTTER  
*Interim Superintendent of Schools*

February 20, 2007

Kimberly Harvey, Curriculum Facilitator  
Workforce Investment Act  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

Dear Ms. Harvey:

I would like to express my support for the Summer Transitions Program. This program serves a select group of students at Boyd Anderson High School by providing a variety of social, academic and emotional support services to the participants and their families.

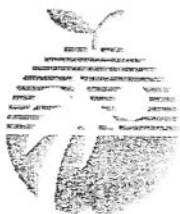
The success of the Summer Transitions Program here on the Boyd Anderson High School campus is due to the data collected, analyzed and acted upon by you. I support the dedicated efforts that you have put forth to make our program operate at a level that exceeds many programs. I would like to commend you for your commitment to the Summer Transitions Program.

It is with great pleasure that I host this in-school youth program on my campus. I look forward to a continued partnership.

Sincerely,

Kevin Sawyer, Interim Principal  
Boyd Anderson High School

KW:cm



**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125 • TEL 754-321-2600 • FAX 754-321-2701

**BLANCHE ELY HIGH SCHOOL**

Wade M. Edmond, Principal  
1201 N.W. 6<sup>th</sup> Avenue  
Pompano Beach, FL 33060  
Telephone: (754) 322-0950  
Fax: (754) 322-1080

**SCHOOL BOARD**

*Chair* BEVERLY A. GALLAGHER  
*Vice Chair* ROBIN BARTLEMAN  
MAUREEN S. DINNEN  
JENNIFER LEONARD GOTTLIEB  
PHYLLIS C. HOPE  
STEPHANIE ARMA KRAFT, ESQ.  
ROBERT D. PARKS, Ed.D.  
ELEANOR SOBEL  
BENJAMIN J. WILLIAMS

JAMES F. NOTTER  
*Interim Superintendent of Schools*

February 21, 2007

Leola Washington, Curriculum Facilitator  
Workforce Investment Act  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

Dear Ms. Washington:

I would like to express my support for the Summer Transitions Program. This program serves a select group of students at Blanche Ely High School by providing many services to the participants and their families.

The success of the Summer Transitions Program speaks for itself from the data you have collected. I support all the hard efforts that you have put forth to make the program run smoothly and effectively. I would like to commend you for your dedication and commitment to the Summer Transitions Program.

I feel that Blanche Ely High School is fortunate to have this in-school youth program. I salute your commitment to excellence!

Sincerely,

Wade M. Edmond  
Principal

WME:jc



February 20, 2007

Pamela Heard, Coordinator  
Workforce Investment Act  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

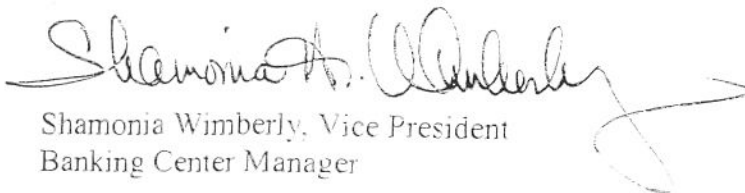
Dear Ms. Heard:

It has been my privilege to provide services to the students and families of the Summer Transitions Program which is comprised of a select group of students at Blanche Ely, Boyd Anderson, Dillard, and Hallandale High Schools. During the summer, school year, and at evening events, Bank of America associate, Shamonica Wimberly, conducted Financial Literacy workshops to students and their families.

The successes of the Summer Transitions Program are evidenced through youth engagement and parent involvement that have been observed by my staff during the various workshops. I fully support all of the efforts that you and your staff provide to connect the program with the business community. I commend you for your dedication and commitment to the Summer Transitions Program.

It is with great pleasure that Bank of America continues to serve this in-school youth program of the Broward County Public Schools. I look forward to continuing in partnership.

Sincerely,

  
Shamonica Wimberly, Vice President  
Banking Center Manager



Date: 03/01/2007

Mr. John Miracola, Director  
Career, Technical & Adult Community Education  
600 SE 3<sup>rd</sup> Ave  
Ft. Lauderdale, FL 33301

Dear Mr. Miracola,

I am pleased to write this letter commending your A LEAP program. Ms. Connie Miller has been providing Walgreens with excellent, talented people to perform numerous tasks that have been vital in their learning of community pharmacy. My staff enjoys providing direction and encouragement to the students and in return the students add needed support to our staff members.

I am very pleased that Walgreens has decided to participate in your youth internship program and I look forward in our continued partnership in the future.

Sincerely,

Phil Chen Rph.  
Walgreen Co.  
District Pharmacy Supervisor  
Ft. Lauderdale South  
District 021  
(954) 739-4408

**CHILDREN'S  
SERVICES  
COUNCIL  
MEMBERS:**

*Commissioner  
Sue N. Gunzburger, Chair  
County Commissioner*

*David L. Roach, Vice Chair  
Broward County Health  
Dept. Administrator*

*Jack L. Moss, Secretary  
DCF District Administrator*

*Gregory Durden  
Governor Appointee*

*Marti Huizenga  
Governor Appointee*

*Honorable Julie B. Koenig  
Governor Appointee*

*Honorable Lawrence L. Korda  
Judicial Member*

*Stephanie Arma Kraft, Esq.  
School Board Member*

*James F. Natter  
Interim School  
Superintendent*

*Laurie J. Sallarulo  
Governor Appointee*

*Ana M. Valladares  
Governor Appointee*

**STAFF**

*Cindy J. Arenberg Seltzer  
President/CEO*

**LEGAL COUNSEL**

*John Milledge*

*Garry Johnson*

February 28, 2007

To Whom It May Concern:


During the summers of 2004 and 2005, the Children's Services Council of Broward County (CSC) has partnered with the School Board of Broward County and its *WIA Summer Transitions Program* on an Earned Income Tax Credit Outreach Project. Each summer, student participants enjoyed satisfying and enriching experiences at four high schools serving traditionally disadvantaged populations: Blanche Ely, Dillard, Hallandale Beach and Boyd Anderson. The positive interactions between students and staff helped expose participants to simulated work situations and valuable life skills experiences.

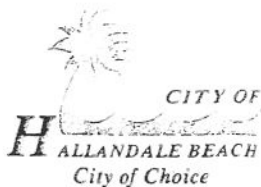
The work produced by the students during those two summers was incorporated in the CSC Earned Income Tax Credit education and outreach efforts. This included artwork that appeared on bus ads and all printed collateral material during the most recent tax seasons.

Although we were not involved in the 2006 WIA Summer Transitions program, many of the 2006 enrollees had participated the previous year, we expect to resume our successful partnership during the coming summer. Preliminary plans are already underway as we anticipate our first meeting with WIA staff to discuss this year's program objectives.

Thanks in advance for your strong support and feel free to contact me directly if you have any questions regarding the CSC/WIA collaboration.

Sincerely,

  
Sandra Bernard-Bastien  
Director of Public Affairs and Organizational Development



*Hallandale Beach Police Department*  
400 S. Federal Hwy., Hallandale Beach, FL 33009  
Phone: 954-457-1411 Fax: 954-457-1655



*Thomas A. Magill, Chief of Police*

February 27, 2007

John Miracola, Director  
LEAP Program  
600 S.E. 3<sup>rd</sup> Avenue  
Fort Lauderdale, FL 33301

Dear Mr. Miracola:

I am pleased to write this letter commending your LEAP Program. Mr. Mike Shorter and Connie Miller have been providing our police agency with excellent young people to perform numerous administrative tasks. My staff enjoys providing direction and encouragement to the students and in return, the students add needed support to staff members.

I am very happy the Hallandale Beach Police Department decided to participate in your positive youth program and wish you continued success in the future.

Sincerely,

Thomas A. Magill  
Chief of Police

TAM/df/md/sk

# Sun-Sentinel

February 26, 2007

Pamela Heard, Coordinator  
Workforce Investment Act Programs  
Career, Technical and Adult/Community Education  
600 Southeast 3<sup>rd</sup> Avenue, 11<sup>th</sup> Floor  
Fort Lauderdale, Florida 33301

To Whom It May Concern:

I am truly grateful to have had the opportunity to work with Summer Transitions, a dynamic program that serves a select group of students at Blanche Ely, Boyd Anderson, Dillard, and Hallandale High Schools. During the summer of 2006 and the school year of 2006/ 2007, Sun-Sentinel had the pleasure of providing educational activities, classroom presentations, and career exploration tours of the Sun-Sentinel facilities to this wonderful group of students. Our efforts were to assist the students with the design and publicity of their community service projects. Moreover, the staff at Sun-Sentinel welcomed the opportunity to serve as adult role models for the students.

The success of the Summer Transitions Program is clearly evidenced by the active participation of the youth involved. The students displayed respect, maturity, and a strong desire to learn and excel in their academic endeavors. I would like to commend you and your staff for dedication and commitment to the Summer Transitions Program.

It is with great pleasure that Sun-Sentinel will continue to serve this in-school youth program of Broward County Public Schools. I look forward to a continued partnership.

Sincerely,

*Florence Batzer*

Florence Batzer  
Tour Coordinator/Sun-Sentinel

# **INSTRUCTIONAL MATERIALS**





Check the boxes next to the personal skills listed that you believe apply to you. Once you have selected all of the skills that apply to you click the *Find Matching Occupations* button.

Employ Florida

Basic Skills

Social Skills

Complex Problem Solving Skills

Technical Skills

Systems Skills | Resource Management Skills

[Basic Skills](#) | [Social Skills](#) | [Complex Problem Solving Skills](#) | [Technical Skills](#)  
[Systems Skills](#) | [Resource Management Skills](#)

### Basic Skills

Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- |  |   |
|--|---|
| <input type="checkbox"/> Reading Comprehension | Understanding written sentences and paragraphs in work related documents.   |
| <input type="checkbox"/> Active Listening      | Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| <input type="checkbox"/> Writing               | Communicating effectively in writing as appropriate for the needs of the audience.  |
| <input type="checkbox"/> Speaking              | Talking to others to convey information effectively.  |
| <input type="checkbox"/> Mathematics           | Using mathematics to solve problems.  |
| <input type="checkbox"/> Science               | Using scientific rules and methods to solve problems.   |
| <input type="checkbox"/> Critical Thinking     | Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.   |
| <input type="checkbox"/> Active Learning       | Understanding the implications of new information for both current and future problem-solving and decision-making.  |
| <input type="checkbox"/> Learning Strategies   | Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.   |
| <input type="checkbox"/> Monitoring            | Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.   |

### Social Skills

Developed capacities used to work with people to achieve goals

- |  |   |
|--|---|
| <input type="checkbox"/> Social Perceptiveness | Being aware of others' reactions and understanding why they react as they do. |
| <input type="checkbox"/> Coordination          | Adjusting actions in relation to others' actions.                             |
| <input type="checkbox"/> Persuasion            | Persuading others to change their minds or behavior.                          |
| <input type="checkbox"/> Negotiation           | Bringing others together and trying to reconcile differences.                 |
| <input type="checkbox"/> Instructing           | Teaching others how to do something.  |
| <input type="checkbox"/> Service Orientation   | Actively looking for ways to help people.                                     |

### Complex Problem Solving Skills

Developed capacities used to solve novel, ill-defined problems in complex, real-world settings

- |  |   |
|--|---|
| <input type="checkbox"/> Complex Problem Solving | Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |
|--|---|

### Technical Skills

Developed capacities used to design, set-up, operate, and correct malfunctions involving application of machines or technological systems

Analyzing needs and product requirements to create a

- ☐ Operations Analysis design.
- ☐ Technology Design Generating or adapting equipment and technology to serve user needs.
- ☐ Equipment Selection Determining the kind of tools and equipment needed to do a job.
- ☐ Installation Installing equipment, machines, wiring, or programs to meet specifications.
- ☐ Programming Writing computer programs for various purposes.
- ☐ Operation Monitoring Watching gauges, dials, or other indicators to make sure a machine is working properly.
- ☐ Operation and Control Controlling operations of equipment or systems.
- ☐ Equipment Maintenance Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- ☐ Troubleshooting Determining causes of operating errors and deciding what to do about it.
- ☐ Repairing Repairing machines or systems using the needed tools.
- ☐ Quality Control Analysis Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

#### Systems Skills

Developed capacities used to understand, monitor, and improve socio-technical systems

- ☐ Judgment and Decision Making Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- ☐ Systems Analysis Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- ☐ Systems Evaluation Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

#### Resource Management Skills

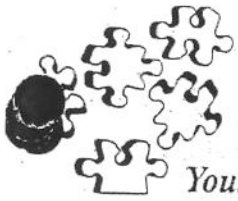
Developed capacities used to allocate resources efficiently

- ☐ Time Management Managing one's own time and the time of others.
- ☐ Management of Financial Resources Determining how money will be spent to get the work done, and accounting for these expenditures.
- ☐ Management of Material Resources Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- ☐ Management of Personnel Resources Motivating, developing, and directing people as they work, identifying the best people for the job.

[ [Find Matching Occupations](#) ]

**Select another Career Service**

[ [Home](#) | [Services](#) | [Settings](#) | [Staff Account](#) | [Reference](#) | [Log Off](#) ]



## Attachments

### *Youth Cultural Competence Self-Assessment*

Staff members as a team should complete the following YCC assessment. If possible, some youth participants who have been in the program for an extended period of time should participate in the process. For each question, please rate your organization from one to five- one indicating "strongly disagree" and five indicating "strongly agree." In order to demonstrate a rating above three for a given question, an organization must have concrete and consistent evidence of the criteria areas listed. Please see the rating scale at the end of the survey to determine your organization's YCC rating and the areas that your program needs to improve.

*A separate youth survey can be found at the end of this assessment and should be completed by a random sampling of program participants.*

#### Philosophy

1 2 3 4 5

1. Our mission statement acknowledges that the needs, interests, and desires of youth should drive and shape the program.

Evidence:

---

---

1 2 3 4 5

2. The activities of our organization include helping participants discover their innate talents and interests and channeling these energies in a positive direction.

Evidence:

---

---

1 2 3 4 5

3. The activities of our organization include utilizing the power of positive peer influence to affect the beliefs and behaviors of participants.

Evidence:

---

---

1 2 3 4 5

4. Our organization acknowledges and actively disseminates information that allows youth to confront the survival syndrome and develop more positive, long-term strategies for success.

Evidence:

---

---

## Environment

1 2 3 4 5

1. Our center is located in a convenient, safe, gang-neutral area of our community that is easily accessible by public transportation.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

2. Our center is open everyday and at times when youth are most likely to need and want to attend.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

3. Our center has a welcoming, comfortable and youth friendly look and feel (i.e. open, bright, clean areas where kids can socialize, non-institutional and decorated in a YCC fashion).

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

4. Our center shows an appreciation for the popular culture and accomplishments of youth through posters and photographs of their historical and popular "heroes and she-roes," graffiti art, murals, photographs, youth art-work, and pictures of successful alumni and current participants.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

5. Our staff are conscious of the center's energy and enthusiasm and work to create an environment where a center "buzz" and a sense of meaningful activity motivate youth.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

## Leadership

1 2 3 4 5

1. Our program seeks the participation and leadership of youth who have already overcome obstacles to success. These youth are seen as excellent partners in designing and managing the program.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

2. All youth in our program are given an opportunity to shape program offerings and policy.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

3. Youth participants sit on our Board of Directors, are hired as staff after completion of the program, and are used as the front line staff to recruit.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

4. Our organization empowers youth to act as a voice for the organization and its values outside of the confines of the center. Youth outreach to other programs, detention facilities, schools, local businesses, and potential strategic partners to share their experiences and educate others about the program's offerings.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

5. Our program provides youth with opportunities for community service and to act as leaders in the improvement of community problems.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

## Curriculum

1 2 3 4 5

1. Our program provides recreational and enrichment experience for youth and does not just focus on job or academic preparation.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

2. Our program makes a conscious effort to encourage academic achievement and teach job skills using relevant subject matter and culturally competent mediums.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

3. Academic and workforce lessons are taught through hands-on projects and interaction with the real world.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

4. Participants are trained to encourage, mentor and hold each other accountable for success. Peer-to-peer dialogue and teaching is an integral part of our program.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

1 2 3 4 5

5. Our curriculum recognizes that many youth have a survival syndrome that threatens their life, freedom and future economic opportunity. Our program addresses this syndrome through some form of "survival skills" training and through the use of youth popular culture that encourages positive beliefs and behaviors.

Evidence: \_\_\_\_\_  
\_\_\_\_\_

### *Evaluating your Youth Cultural Competence*

Each category of the assessment is an important component to understanding your program based on the concept of Youth Cultural Competence. To gain a more clear idea of the level of your program's YCC, we have devised a rating scale. Please add your scores for each YCC component section- a maximum score of 25 for each section- and write your answers in the chart below. Afterwards, please total your score in each section to devise your total score for the assessment and then direct your attention to the rating scale. In this way, you will be able to evaluate your program's overall YCC as well as what individual program components require the most improvement.

YCC Component	Total Questions Asked	Maximum Score	Your Score
<b>PHILOSOPHY</b>	5	25	
Recruitment	5	25	
Environment	5	25	
<b>MANAGEMENT (STAFF)</b>	5	25	
<b>LEADERSHIP</b>	5	25	
<b>ENGAGEMENT</b>	5	25	
<b>CURRICULUM</b>	5	25	
<b>OUTCOMES</b>	5	25	
<b>TOTAL</b>	40	200	

### *Rating Scale*

If your score is between:

- 0 to 50      *Your organization needs to seriously evaluate how program services and management can be improved to become more youth-centered and youth-friendly.*
- 51 to 100      *Your program requires additional guidance on meeting youth "where they are."*
- 101 to 150      *On the right path to YCC. Focus on improving those areas that demonstrate a lower rating.*
- 151 to 200      *Youth Culturally Competent.*

### Involvement

1 2 3 4 5

I feel like my peers and I have a say in designing or choosing services that the program offers.

1 2 3 4 5

My peers and I have been asked to evaluate the program before.

1 2 3 4 5

My peers and I have been involved in recruiting new members.

1 2 3 4 5

I have the opportunity to teach and lead other youth in this program.

1 2 3 4 5

I feel bonded to other participants in the program.

1 2 3 4 5

I'm staying in the program not because I have to, but because I want to.

### Relevance

1 2 3 4 5

The program provides opportunities for me to express my feelings and ideas through creative outlets.

1 2 3 4 5

The program has provide me with concrete opportunities to explore my recreational, social and personal interests.

1 2 3 4 5

The teachers make an effort to instruct students using lessons involving my popular cultural interests (music, movies, style, dance, fashion, etc.).

1 2 3 4 5

The program teaches lessons that seem relevant to my life.

1 2 3 4 5

This program allowed me to learn a lot through hands-on projects and experiences.

1 2 3 4 5

The program keeps it real about what goes down on the streets and forces me to confront my personal behaviors and attitudes that may not be positive and to start to change them.

### Outcomes

1 2 3 4 5

I have received prizes, awards, money or other tangible benefits by being in the program.

1 2 3 4 5

Along with job and academic skills this program helped me become a better person.

1 2 3 4 5

The program has shown me that I have the power to change my own life.

1 2 3 4 5

The program has helped me feel successful.

1 2 3 4 5

I really feel like the program is here for me.

1 2 3 4 5

I care what happens at and to the program.



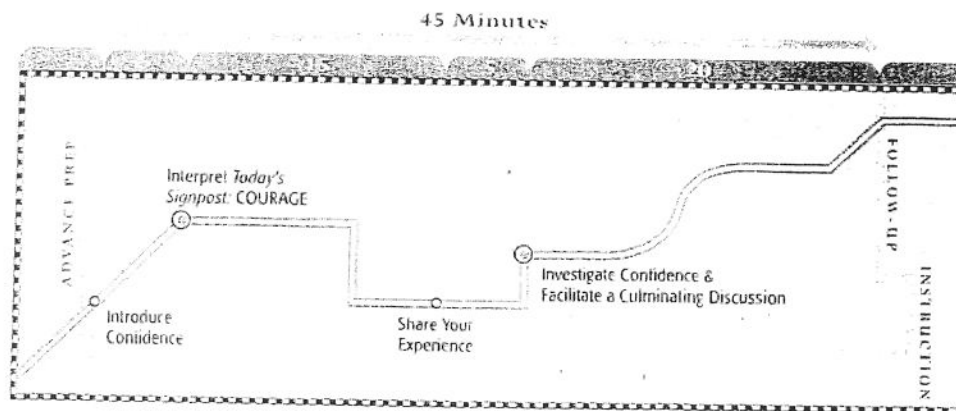
# LESSON 5

## CONFIDENCE

### LESSON 5 INTRODUCTION

These diagrams highlight the order and timing of procedures ("Parts") and the central theme for this 45-minute lesson.

#### Class Time Procedural Flow



#### Class Time Direction

Building a success highway begins when you find out how to become a confident learner.

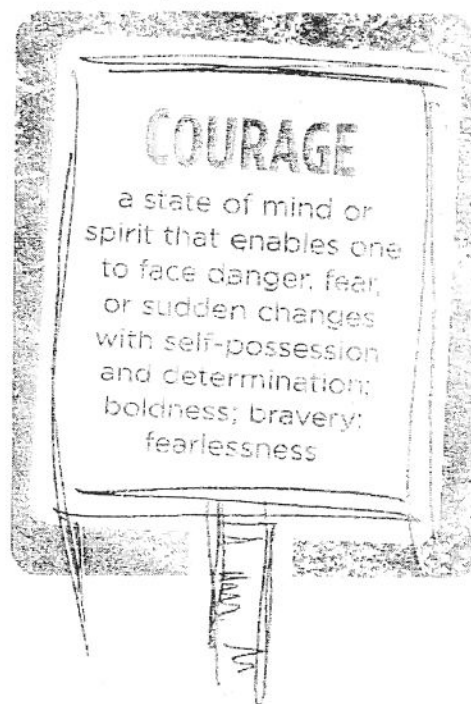
## ADVANCE PREPARATION FOR LESSON 5

### Classroom & Materials Readiness

Facilitating Lesson 5 requires you to:

- ✓ For part 1 of this lesson, write the word "autobahn" on the board or on a poster in your room. Next to the word, draw a speed limit sign; make a large empty rectangle and write "speed limit" on the inside top and "MPH" or "miles per hour" on the inside bottom. Draw a big question mark in the middle.
- ✓ Display the Lesson 5 *Today's Signpost* poster in your room for Part 2 of this lesson.
- ✓ Provide students with their individual folders containing *My Success Roadmap* and *Revvving Up* results.
- ✓ Have available your own copy of *My Success Roadmap* for demonstration and reference.
- ✓ Provide materials to small groups of students for *billboarding* in Parts 2 and 4 of this lesson.
  - erasable sign
  - dry-erase marker
  - eraser wipe (paper towel or rag)
- ✓ If you wish, choose and display relevant quotes in your room so there are additional, related, and inspirational ideas posted for students to consider. Find selections in "Relevant Quotes for Your Classroom."

### Today's Signpost



## CLASS TIME PROCEDURES

This section of Lesson 5 offers an ordered outline of four suggested actions and time frames ("Parts") for this 45-minute period of *Success Highways* instruction.

### PART 1. Introduce Confidence (3 minutes)

- a) Tell the class you are beginning five special units of *Success Highways* work. These units are called "highway units" because they are the ways we can speed up and take control of our own success on our life highways – going from the slow lane to the highway. You may want to cover some of these points:

*For fifteen years, a scientist has been researching the question, "What makes some people successful, especially when it comes to education?"*

*Over fifteen years, this scientist has uncovered five key success strategies we need to develop to be successful in our educations and futures. The Success Highways program is built on this research. The highway units in Success Highways focus on those five skills.*

*See this word on the board, "autobahn"? Does anyone know what the autobahn is? What's special about the autobahn?*

- The autobahn is a type of highway in Germany.
- There is no speed limit the autobahn.

*The five key skills we will discuss during the Success Highways program can become our personal autobahns, which is why each unit has "highway" in the title. The more we practice these skills or strategies, the faster and further we can go in our educations and in our lives.*

*No one is controlling the speed limit on our life highways but us!*

- b) Explain that today you are doing the first of these five highway units. Introduce the class to this unit's highway focus: Highway to Confidence.

*One of the areas that the scientist has discovered affects our educational success is "confidence." Today we're going to investigate the concept of confidence, identify some sources of confidence, and discuss how having confidence can help us succeed.*

# Broward's children & families have come a long way.

## 2003~2004

- ✓ Provided much-needed childcare for 1,937 children
- ✓ Expanded Summer Challenge and MOST financial aid so that more needy children could participate in summer camps and after-school programs
- ✓ Launched an assault on child obesity by partnering with community leaders to receive \$5000,000 from the Robert Wood Johnson Foundation to create Schools of Wellness
- ✓ Addressed needs related to childhood hunger by providing a full-time staff person to support the local Million Meals Committee, which then collected more than a million pounds of food
- ✓ Assisted in bringing \$3.2 million into the County through the Collaborative Grants Committee
- ✓ Brought in an additional \$17 million into the pockets of low-income families through the EITC campaign
- ✓ Invested more than \$572,000 in ROK'N (Reach Our Kids Now), a new program area that is committed to delinquency prevention
- ✓ Invested \$770,000 in S.A.F.E. (Safe Access and Family Empowerment), a new program area dedicated to family preservation, family reunification, and safe custody exchange services
- ✓ Invested \$500,000 in Future Prep, a new program area focusing on the needs of youth aging out of the foster care system
- ✓ Invested \$658,000 in Access (Acquiring Computer Competencies for Each Student's Success), a new program area designed to bridge the digital divide for low-income children

## 2004~2005

- ✓ Provided much-needed childcare for 1,871 children
- ✓ Launched SYEP (Summer Youth Employment Program), which gave 550 teens an opportunity to gain real-world work experience
- ✓ Increased our commitment to after-school programs, serving more than 12,800 children
- ✓ Increased our commitment to Summer Challenge programs, serving 11,000 children
- ✓ Increased our commitment to juvenile diversion and delinquency prevention programs from \$2.1 million to \$3.6 million
- ✓ Increased our commitment to drowning prevention, serving an additional 2,460 children with water safety lessons and 200,000 elementary students with water safety booklets
- ✓ Assisted the Million Meals Committee in collecting more than 3 million pounds of food for children and families in need
- ✓ Invested \$500,000 and partnered with cities to build "inclusive playgrounds," allowing special needs children to enjoy in the fun of a typical childhood
- ✓ Worked with community leaders on legislative remedies to support youth aging out of the foster care system



## 2005~2006

- ✓ Continued the Summer Youth Employment Program, providing 550 teens with real-work work experience
- ✓ Led a community-wide effort to identify needs and gaps in services for children with special needs
- ✓ Added a special needs component to the Summer Youth Employment Program. The S.T.E.P.S. program (Supported Training Employment Program) provided 40 special needs youth the opportunity to work at 12 governmental and not-for-profit agencies
- ✓ Added a special needs component to "2-1-1: First Call for Help" to assist parents in locating the appropriate services for their special needs child
- ✓ Launched a collaborative project to assess the literacy needs of Broward's children and develop a plan to increase literacy for all children
- ✓ Facilitated the partnership of community leaders in updating the Broward County Children's Strategic Plan
- ✓ Developed a new program area to meet the unique needs of children being raised by grandparents and other relatives



## HONORS AND AWARDS

- Excellence in Financial Reporting GFOA (Government Financial Officers Association) - 2001-2005
- Exemplar Award - American Red Cross, Broward County Chapter - 2001-02
- Award of Excellence - Florida School Age Child Care Coalition - 2002
- Outstanding Partner - School Board of Broward County, Summer Transitions Program - 2004, 2005
- Spirit of Excellence - MDEI - 2005
- Community Service Leadership (Volunteer Income Tax Assistance (VITA) Campaign) - 2003, 2004, 2005, 2006
- Employer Recognition, Summer STEPS Program - 2006





Grant 041007

BD ITEM # I 3 F

<b>Grant Program</b>	<b>WorkForce One Grant Program</b>
Status	New - Competitive
Funds Requested	\$1,023,089
Financial Impact Statement	The positive financial impact is \$1,023,089. The source of funds is Workforce One. There is no additional financial impact to the school district.
Schools included	Dillard High, Fort Lauderdale High, Coconut Creek High, Deerfield High, Blanche Ely High, Boyd Anderson High, Miramar High, McArthur High, Atlantic Technical, Sheridan Technical, and McFatter Technical.
Managing Department/School	The project will be managed and operated by the Career, Technical and Adult/Community Education Department
Source of Additional Information	John Miracula 754-321-2620
Project Description	<p>Career, Technical and Adult/Community Education Department proposes to conduct the Project MPACT – Making Positive Achievements with Career Training Program and the Responsibility, Awareness, Training, Employment and Empowerment Program.</p> <p>MPACT will incorporate PEPNet and Sar Levitan design elements to recruit and serve 250 in-school youth who are: (1) between the ages of 14-21, (2) economically and basic skills deficient, (3) have not completed high school or obtained a GED, and (4) need additional assistance to complete school or get a job.</p> <p>The Responsibility, Awareness, Training, Employment and Empowerment Program will target 12<sup>th</sup> grade and out-of-school youth. The in-school component provides academic support services which facilitate students in the process of obtaining the GED/high school credential. The option for out-of-school youth integrates a maximum of 2,250 hours in occupational skills training, assessment activities, competency skills training, academics, career counseling, job shadowing, and employability skills.</p>
Evaluation Plan	Both applications contain an evaluation component to ascertain if project outcomes were met. Proposed indicators include number of students attaining basic skills appropriate for work readiness, number of students placed and retained, number of students placed in unsubsidized employment, credential rate, number of GED or high school diploma issued, and number of students going to military.
Research Methodology	As required by the grant application, the project reflects active approaches to youth programs based on research conducted by John Hopkins University for the U.S. Department of Labor. Therefore, the following core elements have been included as part of the research methodology: adult support and guidance; engaging activities during non-school hours for in-school youth; age appropriate activities; a variety of work experiences that connect learning and work; youth input into the program design; and , support services for youth that are developmentally and age appropriate.

# BUDGET Administration

Reminder: Administration is limited to 5%

Note: Items with 0 will automatically calculate when related cells are filled.

Line Item	WIA	WTP	Wagner	FSET	WtW	TOTAL
<b>Personnel</b>						
Salaries *						0
Fringe Benefits						0
Mileage and Travel						0
Staff Incentives						0
Other (Specify)						0
<b>Total Personnel</b>						0
<b>Non Personnel</b>	-	-	-	-	-	-
Supplies						\$0
Materials						\$0
Books						\$0
Teaching Aids						\$0
Postage						\$0
Telephone						\$0
Maintenance						\$0
Printing						\$0
Equipment Rental						\$0
Equipment Purchase						\$0
Space Rental						\$0
Insurance						\$0
Utilities						\$0
** Indirect Costs 3. %	\$14,195					\$14,195
Audit						\$0
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)						\$0
<b>Total Non-Personnel</b>	\$14,195					\$14,195
<b>Total ADMINISTRATION</b>	<b>\$14,195</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$14,195</b>

\*Must be explained in detail.

\*\* Must have an approved indirect cost rate plan al other overhead must be itemized.

\*\*\*Profit - For for-profits only. See proposal requirements for specifics.

EXHIBIT C

**BUDGET  
Services**

*Note: Items with 0 will automatically calculate when related cells are filled.*

Line Item	WIA	WTP	Wagner	FSET	WtW	TOTAL
<b>Personnel</b>	100%					
Salaries *	\$261,255	\$0				\$261,255
Fringe Benefits	\$71,819	\$0				\$71,819
Mileage and Travel	\$5,000	\$0				\$5,000
Other						\$0
Staff Incentives						\$0
<b>Total Personnel</b>	\$338,075	\$0	\$0	\$0	\$0	\$338,074
<b>Non Personnel</b>						
Supplies	\$2,500					\$2,500
Materials	\$7,204					\$7,204
Books	\$0					\$0
Teaching Aids	\$0					\$0
Postage	\$0					\$0
Telephone	\$1,107					\$1,107
Maintenance	\$0					\$0
Printing	\$500					\$500
Equipment Rental	\$0					\$0
Equipment Purchase	\$0					\$0
Space Rental	\$2,600					\$2,600
Insurance	\$0					\$0
Utilities	\$0					\$0
** Indirect Costs						\$0
Audit						\$0
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)**	\$106,983					\$106,983
** Youth tuition 19,000						
** Student Incent 30,000						
** Tuition 30,000						
** Student Incent 23,403						
** Transportation 2,080						
** Staff Training 2,500						
<b>Total Non-Personnel</b>	\$120,894					\$120,894
<b>Total SERVICES</b>	\$120,894	\$0	\$0	\$0	\$0	\$120,894

EXHIBIT C

Budget Sheet 2 of 6.

All 6 Budget pages must be completed.

5/22/07



# BUDGET SUMMARY

Reminder: Administration is limited to 5%

Note: Items with 0 will automatically calculate when related cells are filled.

Line Item	Annual Expense	Administration	Services
<b>Personnel</b>			
Salaries *	261,255	0	261,255
Fringe Benefits	71,819	0	71,819
Mileage and Travel	5,000	0	5,000
Other	0	0	0
Staff Incentives	0	0	0
<b>Total Personnel</b>	<b>338,074</b>	<b>0</b>	<b>338,074</b>
<b>Non Personnel</b>			
Supplies	2,500	0	2,500
Materials	7,204	0	7,204
Books	0	0	0
Teaching Aids	0	0	0
Postage	0	0	0
Telephone	1,107	0	1,107
Maintenance	0	0	0
Printing	500	0	500
Equipment Rental	0	0	0
Equipment Purchase	0	0	0
Space Rental	2,600	0	2,600
Insurance	0	0	0
Utilities	0	0	0
** Indirect Costs	14,195	14,195	0
Audit	0	0	0
Legal	0	0	0
Accounting	0	0	0
*Profit	0	0	0
Other	106,983	0	106,983
<b>Total Non- Personnel</b>	<b>135,089</b>	<b>14,195</b>	<b>120,894</b>

**GRAND TOTAL**

**473,163**

EXHIBIT C

Budget Sheet 3 of 6.

All 6 Budget pages must be completed.

5/22/07

**PERSONNEL DETAILS**  
**Salaries**

List all positions included and the total amount of wages requested for each cost category. Add more lines if necessary. All allocations of salary across cost categories must be supported by matching job descriptions and a cost allocation plan.  
*NOTE: Columns with 0 will be automatically calculated when other items are entered.*

Job Title	Staff member (if known)	Total Annual Salary	% of Salary to Admin Budget	\$ to Admin Budget*	% of Salary to Services Budget	\$ to Services Budget**	% of Salary from Other WorkForce Programs	\$ from other WorkForce Programs	% of Salary from Other Sources of Funding**	\$ to Other Sources of Funding***	Total % (Must total 100)	Total \$
<b>EX: Case Manager</b>	<b>Jane Doe</b>	<b>\$26,000</b>	<b>10</b>	<b>\$2,600</b>	<b>50</b>	<b>\$13,000</b>	<b>10</b>	<b>\$2,600</b>	<b>30</b>	<b>\$7,800</b>	<b>100</b>	<b>\$26,000</b>
Facilitator	McNair, Linda	\$70,825			100%	\$70,825		\$0			100%	\$70,825
Facilitator	Schulz, Ronald	\$77,175			100%	\$77,175		\$0			100%	\$77,175
Facilitator	Washington, Shelia	\$45,702			100%	\$45,702		\$0			100%	\$45,702
Vocational Career Advisor	Aguirre, Raina	\$31,428			50%	\$15,714	50%	\$15,714			100%	\$31,428
Vocational Career Advisor	Fredericks, Jennifer	\$31,428			50%	\$15,714	50%	\$15,714			100%	\$31,428
Clerk Spec III	Reid, Timika	\$26,733			50%	\$13,367	50%	\$13,367			100%	\$26,733
Facilitator-14 days/Jul-Aug 07	McNair, Linda	\$5,059			100%	\$5,059		\$0			100%	\$5,059
Facilitator-14 days/Jul-Aug 07	Schulz, Ronald	\$5,513			100%	\$5,513		\$0			100%	\$5,513
Facilitator-14 days/Jul-Aug 07	Washington, Shelia	\$3,264			100%	\$3,264		\$0			100%	\$3,264
VCA-14 days/Jul-Aug 07	Aguirre, Raina	\$2,095			50%	\$1,048	50%	\$1,048			100%	\$2,095
VCA-14 days/Jul-Aug 07	Fredericks, Jennifer	\$2,095			50%	\$1,048	50%	\$1,048			100%	\$2,095
Facilitator-6 days/June 08	McNair, Linda	\$2,168			100%	\$2,168		\$0			100%	\$2,168
Facilitator-6 days/June 08	Schulz, Ronald	\$2,363			100%	\$2,363		\$0			100%	\$2,363
Facilitator-6 days/June 08	Washington, Shelia	\$1,399			100%	\$1,399		\$0			100%	\$1,399
VCA-6 days/June 08	Aguirre, Raina	\$898			50%	\$449	50%	\$449			100%	\$898
VCA-6 days/June 08	Fredericks, Jennifer	\$898			50%	\$449	50%	\$449			100%	\$898
<b>TOTALS</b>		<b>\$309,043</b>				<b>\$261,255</b>		<b>\$47,788</b>				<b>\$309,043</b>

\*Total must match the total salaries on Administration Budget (Budget Sheet #1)

\*\*Total must match the total salaries on Services Budget (Budget Sheet #2)

\*\*\*Include all non-WorkForce One Funds

**PERSONNEL DETAILS  
Fringe Benefits**

Enter fringe benefits for all positions listed on Budget page 4. Add more lines if necessary.  
NOTE: Columns with 0 will be automatically calculated when other items are entered

Job Title	Staff member (if known)	Total Salary	Total Fringes	% of Fringes compared to Salary	% of Fringes to Admin Budget	\$ for fringes to Admin Budget*	% of Fringes to Services Budget	\$ to for Fringes Services Budget**	% of Fringes from other WorkForce Programs	\$ for Fringes from other WorkForce Programs	% of Fringes from Other Sources of Funding **	\$ for Fringes from Other Sources ***	Total % (Must total 100)	Total \$
<b>EX: Case Manager</b>	<b>Jane Doe</b>	<b>\$26,000</b>	<b>\$4,680</b>	<b>18%</b>	<b>10</b>	<b>\$468</b>	<b>50</b>	<b>\$2,340</b>	<b>10</b>	<b>\$468</b>	<b>30</b>	<b>\$1,404</b>	<b>100</b>	<b>\$4,680</b>
Facilitator	McNair, Linda	70,825	\$19,470	27%			100%	\$19,470		\$0			100%	\$19,470
Facilitator	Schulz, Ronald	77,175	\$21,215	27%			100%	\$21,215		\$0			100%	\$21,215
Facilitator	Washington, Shelia	45,702	\$12,563	27%			100%	\$12,563		\$0			100%	\$12,563
Vocational Career Advisor	Aguirre, Raina	31,428	\$8,640	27%			50%	\$4,320	50%	\$4,320			100%	\$8,640
Vocational Career Advisor	Fredericks, Jennifer	31,428	\$8,640	27%			50%	\$4,320	50%	\$4,320			100%	\$8,640
Clerk Spec III	Reid, Timika	26,733	\$7,349	27%			50%	\$3,674	50%	\$3,674			100%	\$7,349
Facilitator-14 days/Jul-Aug 07	McNair, Linda	5,059	\$1,391	27%			100%	\$1,391		\$0			100%	\$1,391
Facilitator-14 days/Jul-Aug 07	Schulz, Ronald	5,513	\$1,515	27%			100%	\$1,515		\$0			100%	\$1,515
Facilitator-14 days/Jul-Aug 07	Washington, Shelia	3,264	\$897	27%			100%	\$897		\$0			100%	\$897
VCA-14 days/Jul-Aug 07	Aguirre, Raina	2,095	\$576	27%			50%	\$288	50%	\$288			100%	\$576
VCA-14 days/Jul-Aug 07	Fredericks, Jennifer	2,095	\$576	27%			50%	\$288	50%	\$288			100%	\$576
Facilitator-6 days/June 08	McNair, Linda	2,168	\$596	27%			100%	\$596		\$0			100%	\$596
Facilitator-6 days/June 08	Schulz, Ronald	2,363	\$649	27%			100%	\$649		\$0			100%	\$649
Facilitator-6 days/June 08	Washington, Shelia	1,399	\$385	27%			100%	\$385		\$0			100%	\$385
VCA-6 days/June 08	Aguirre, Raina	898	\$247	27%			50%	\$123	50%	\$123			100%	\$247
VCA-6 days/June 08	Fredericks, Jennifer	898	\$247	27%			50%	\$123	50%	\$123			100%	\$247
<b>TOTALS</b>		<b>\$309,043</b>	<b>\$84,956</b>					<b>\$71,819</b>		<b>\$13,137</b>				<b>\$84,956</b>

\*Total must match the total fringes on Administration Budget (Budget Sheet #1)

\*\*Total must match the total fringes on Services Budget (Budget Sheet #2)

\*\*\*Include all non-WorkForce One Funds

**BUDGET**  
**Non-Personnel Costs**

Itemize any items in your budget under the categories listed and provide cost breakdown.

Add more lines if necessary.

Note: Items with 0 will automatically calculate when related cells are filled.

06/07 amendments and additions

Cost Category*	Item	Quantity	Unit Cost	Total Cost**
<b>EX: Equipment Purchase</b>	<b>staff desks</b>	<b>10</b>	<b>\$400</b>	<b>\$4,000</b>
Supplies				
Office Supplies		1	\$2,500	\$2,500
Materials				
Instructional		1	\$7,204	\$7,204
Books				
				\$0
Teaching Aids				
				\$0
Telephone				
Cell phones	3@30X12+25	3	\$369	\$1,107
Maintenance				
				\$0
Printing				
Printing		1	\$500	\$500
Equipment Rental				
				\$0
Tuition Costs				
Tuition Youth		1	\$19,000	\$19,000
Equipment Purchase				
				\$0
Space Rental				
Facility Rental	End of the Year Event	1	\$2,600	\$2,600
Other				
Mileage	0.0485	1	\$5,000	\$5,000
Other Purchased Svc	Student Incentives	1	\$23,403	\$23,403
Student Wages				\$0
Transportation		1	\$2,080	\$2,080
Student Incentives		1	\$30,000	\$30,000
Tuition		1	\$30,000	\$30,000
Staff				
Training		1	\$2,500	\$2,500
Indirect Cost	3.00%	1	\$14,195	\$14,195
				\$140,089

\* Must match categories on budget pages 1-3

\*\* Must match totals on Budget Summary, Budget Page 3

EXHIBIT C

Budget sheet 6 of 6.

All 6 Budget pages must be completed.

5/22/07

**BUSINESS ASSOCIATE ADDENDUM TO AGREEMENT BETWEEN  
WORKFORCE ONE EMPLOYMENT SOLUTIONS  
AND**

---

This BUSINESS ASSOCIATE ADDENDUM amends the following Agreement by and between WorkForce One Employment Solutions (hereinafter WorkForce One), Florida, and \_\_\_\_\_ (hereinafter called "Business Associate"), \_\_\_\_\_.

IN CONJUNCTION WITH the Existing Contract, this Business Associate Addendum is made and entered into by and between WorkForce One and the Business Associate.

WHEREAS, WorkForce One and the Business Associate have entered into an Agreement related to the operation of certain activities which may result in acquiring information related to the provision of health care;

WHEREAS, the operation of such programs is subject to the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA);

WHEREAS, the requirements of HIPAA mandate that certain responsibilities of contractors with access to Protected Health Information as defined under HIPAA must be documented through a written agreement;

WHEREAS, WorkForce One and the Business Associate desire to comply with the requirements of HIPAA and acknowledge respective responsibilities;

NOW, THEREFORE, the parties enter into this Business Associate Addendum for the consideration set out below, all of which is deemed to be good and sufficient consideration in order to make this Business Associate Addendum a binding legal instrument.

Section 1: Definitions.

All terms used in this Addendum not otherwise defined shall have the meaning as those terms in 45 CFR 164.502 [hereinafter called, the HIPAA Privacy Rule].

**Section 2: Obligations and Activities of the Business Associate.**

- 2.1 Business Associate agrees to not use or disclose Protected Health Information other than as permitted or required by this special agreement or as required by law.

- 2.2 Business Associate agrees to use appropriate safeguards to prevent use or disclosure of the Protected Health Information other than as permitted or required by this Addendum or as required by law.
- 2.3 Business Associate agrees to mitigate, to the extent possible, any harmful effect that is known to Business Associate of a use or disclosure of Protected Health Information by Business Associate in violation of the requirements of this Addendum.
- 2.4 Business Associate agrees to report to WorkForce One any use or disclosure of the Protected Health Information not provided for by this Addendum of which it becomes aware.
- 2.5 Business Associate agrees to ensure that any agent, including a subcontractor, to whom it provides Protected Health Information received from WorkForce One or created or received on behalf of the WorkForce One by the Business Associate, agrees to the same restrictions and conditions that apply through this Addendum to the Business Associate with respect to such information.
- 2.6 Business Associate agrees to provide access to WorkForce One to all Protected Health Information in Designated Record Sets in a timely manner in order to meet the requirements under 45 CFR 164.524.
- 2.7 Business Associate agrees to make any amendments to Protected Health Information in a Designated Record Set as directed or agreed to by the WorkForce One pursuant to 45 CFR 164.526 in a timely manner.
- 2.8 Business Associate agrees to make internal practices, books, and records, including policies and procedures and Protected Health Information, relating to the use and disclosure of Protected Health Information received from the WorkForce One or created or received on behalf of the WorkForce One available to the WorkForce One or to the Secretary of Health and Human Services or designee within five business days for the purposes of determining the Business Associate's compliance with the Privacy Rule.
- 2.9 Business Associate agrees to document such disclosures of Protected Health Information and information related to such disclosures as would be required for the WorkForce One to respond to an individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR 164.528.
- 2.10 Business Associate agrees to provide the WorkForce One, or an individual under procedures approved by the WorkForce One, information and documentation collected in accordance with the preceding paragraph to respond to an individual requesting an accounting for disclosures as provided under 45 CFR 164.528.



### **Section 3: Permitted Uses and Disclosures.**

- 3.1 Except as otherwise limited in this Addendum, Business Associate may use or disclose Protected Health Information to perform functions, activities, or services for, or on behalf of WorkForce One as specified in the Existing Contract, provided that such use or disclosure would not violate the Privacy Rule if done by the WorkForce One or the minimum necessary policies and procedures of the WorkForce One that are communicated to the Business Associate in writing.
- 3.2 Except as otherwise limited in this Addendum, Business Associate may use Protected Health Information for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate.
- 3.3 Except as otherwise limited in this Addendum, Business Associate may use Protected Health Information to provide Data Aggregation services to the WorkForce One as permitted by 42 CFR 164.504 (e)(2)(i)(B).
- 3.4 Business Associate may use Protected Health Information to report violations of law to appropriate federal and state authorities, consistent with 42 CFR 164.504 (j)(1).

### **Section 4: Obligations of WorkForce One.**

- 4.1 WorkForce One shall notify Business Associate of any limitations in its notice of privacy practices in accordance with 45 CFR 164.520, to the extent that such limitation may affect Business Associate's use of Protected Health Information.
- 4.2 WorkForce One shall notify Business Associate of any changes in, or revocation of, permission by an individual to use or disclose Protected Health Information, to the extent that such changes may affect Business Associate's use of Protected Health Information.
- 4.3 WorkForce One shall notify Business Associate of any restriction to the use or disclosure of Protected Health Information to which the WorkForce One has agreed in accordance with 45 CFR 164.522, to the extent that such changes may affect Business Associate's use of Protected Health Information.
- 4.4 WorkForce One shall not request Business Associate to use or disclose Protected Health Information in any manner that would not be permissible under the Privacy Rule if done by the WorkForce One.

**Section 5: Term.**

The term of this Addendum shall be effective upon execution by all parties, and shall terminate when all of the Protected Health Information provided by the WorkForce One or contractors for the WorkForce One, or created or received by the Business Associate on behalf of the WorkForce One, is destroyed, turned over to the WorkForce One, or turned over to Contractors designated by the WorkForce One.

**Section 6: Amendment.**

The parties agree to take such action as is necessary to amend this Addendum from time to time as is necessary for the WorkForce One to comply with the requirements of the Privacy Rule and the Health Insurance Portability and Accountability Act of 1996, Public Law No. 104-191.

[THE REMAINDER OF THIS PAGE LEFT BLANK INTENTIONALLY.]



BUSINESS ASSOCIATE ADDENDUM TO AGREEMENT BETWEEN WORKFORCE ONE, AND \_\_\_\_\_.

WHEREAS, the parties have made and executed this Business Associate Addendum to Agreement between WORKFORCE ONE EMPLOYMENT SOLUTIONS and \_\_\_\_\_ on the respective dates under each signature: WorkForce One through its President/CEO, authorized to execute same, and \_\_\_\_\_, duly authorized to execute same on behalf of \_\_\_\_\_.

**WORKFORCE ONE**

WITNESSES:

\_\_\_\_\_  
\_\_\_\_\_

BY: \_\_\_\_\_

Mason C. Jackson, President/CEO

DATE: \_\_\_\_\_

Approved as to form by  
Office of the County Attorney for Broward County, Florida  
Jeffrey C. Newton, County Attorney  
Governmental Center  
115 South Andrews Avenue  
Fort Lauderdale, Fla. 33301

BY: \_\_\_\_\_

Rochelle J. Daniels  
Assistant County Attorney  
WorkForce One Legal Department  
3800 Inverrary Boulevard, Suite 400  
Lauderhill, FL 33319

**BUSINESS ASSOCIATE**

WITNESSES:

\_\_\_\_\_  
\_\_\_\_\_

BY: \_\_\_\_\_

Signature \_\_\_\_\_

Print Name: \_\_\_\_\_

DATE: \_\_\_\_\_

-----  
Certification Regarding Debarment, Suspension, and Other  
Responsibility Matters Lower Tier Covered Transactions  
-----

This certification is required by the regulations implementing Executive order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211).

Before signing this certification, read the attached instructions, Attachment A, which are an integral part of the certification.

(1) The prospective recipient of Federal Assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by an Federal department or agency.

(2) Where the prospective recipient of Federal assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation of this proposal.

The School Board of Broward County, Florida

Contractor Name

James F. Notter, Interim Superintendent of Schools

Name and Title of Authorized Representative

  
Signature

\_\_\_\_\_  
Date

# DISCLOSURE OF LOBBYING FORM

<b>1. Type of Federal Action:</b> _____ a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> _____ a. bid/offer/application b. initial award c. post-award	<b>3. Report Type:</b> _____ a. initial filing b. material change For Material Change Only year _____ quarter _____ date of last report _____
---	--	--

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA DOES NOT PARTICIPATE IN LOBBYING ACTIVITIES**

<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ and Subawardee Tier _____ if known:	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name</b> Address of Prime: _____  Congressional District, if known: _____
---	--

<b>6. Federal Department/ Agency:</b> _____	<b>7. Federal Program Name/Description:</b> _____  CFDA Number, if applicable: _____
---	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> _____
--	---

<b>10. a. Name and Address of Lobbying Entity</b> (If individual, last name, first name, MI)	<b>b. Individuals Performing Services</b> (including address if different from No. 10a.) (last name, first name, MI)
(Attach Continuation Sheet(s) SF-LLL-A, if necessary)	(Attach Continuation Sheet(s) SF-LLL-A, if necessary)

<b>11. Amount of Payment (check all that apply):</b> _____ actual _____ planned _____	<b>13. Types of Payment (check all that apply):</b> a. retainer b. one-time fee c. commission d. contingent fee e. deferred f. other, specify: _____
<b>12. Form of Payment (check all that apply):</b> a. cash b. In-kind, specify: nature _____ value _____	

14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11.

7

(Attach Continuation Sheet(s) SF-LLL-A, if necessary)

15. Continuation Sheet(s) SF-LLL-A attached: ☐ YES ☐ NO

Information requested through this form is authorized by title 31 U.S.C. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature

Print Name: James F. Notter

Title: Interim Superintendent of Schools

Telephone Number: 754-321-2600 Date: March 1, 2007

Approved by OMB 0348-0046  
Approved by OMB 0348-0046

Authorized for Local Reproduction Standard Form LLL-A  
Authorized for Local Reproduction Standard Form LLL-A

ITN 2006 2007  
Youth  
Page 95

EXHIBIT E

## CERTIFICATION REGARDING DRUG-FREE WORKPLACE

Pursuant to the Drug-Free Workplace Act of 1988 and its implementing regulations codified at 29 CFR 98, Subpart, F.I, Tom Gallagher, the undersigned, in representation of the Department of Education, the Contractor, attests and certifies that the Contractor will provide a drug-free workplace by the following actions.

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the Contractor's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- B. Establishing an ongoing drug-free awareness program to inform employees concerning:
  - 1. The dangers of drug abuse in the workplace.
  - 2. The policy of maintaining a drug-free workplace.
  - 3. Any available drug counseling, rehabilitation and employees assistance programs.
  - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

Making it a requirement that each employee to be engaged in the performance of the contract be given a copy of the statement required by paragraph A.

Notifying the employee in the statement required by paragraph A that, as a condition of employment under the contract, the employee will:

- 1. Abide by the terms of the statement.
- 2. 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 (5) calendar days after such conviction.

Notifying the agency in writing ten (10) calendar days after receiving notice under subparagraph D.2. from an employee or otherwise receiving actual notice of such conviction. We will provide such notice of convicted employees, including position title, to every Grant officer on whose Grant activity the convicted employee was working. The notice shall include the identification number (s) of each affected contract/Grant.

- F. Taking one of the following actions, within thirty (30) calendar days of receiving notice under subparagraph D.2., with respect to any employee who is so convicted.
1. 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.
  2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local, health, law enforcement or other appropriate agency.
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of this entire certification.
- H. Notwithstanding, it is not required to provide the workplace address under the contract. As of today, the specific sites are known and we have decided to provide the specific addresses with the understanding that if any of the identified places change during the performance of the contract, we will inform the agency of the changes. The following are the sites for the performance of work done in connection with the specific contract including street address, city, county, state and zip code:

Check (X) if there are workplaces on file that are not identified here.

Check ( ) if an additional page was required for the listing of the workplaces.

#### CERTIFICATION

I declare, under penalty of perjury under the laws of the United States and under the penalties set forth by the Drug-Free Workplace Act of 1988, that this certification is true and correct.

James F. Notter, Interim Superintendent of Schools

Name and Title of Authorized Representative Name of contractor

Signature

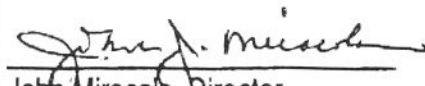
Date

The School Board of Broward County, Florida

## FISCAL CERTIFICATION

March 1, 2007

I John Miracola, certify that the budget is a true estimate based upon available information at the time of its submission.



John Miracola, Director

Career, Technical and Adult /Community Education