# AGREEMENT NO. 2007-2008-CR-2333 -MPACT:

#### BETWEEN

### WORKFORCE ONE

AND

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

THIS IS A SUBRECIEPIENT AGREEMENT

### AGREEMENT NO.2007-2008-CR-2333-MPACT)

THIS AGREEMENT, entered into thisday 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 For
Lauderdale and Hollywood and Broward County, existing under and by virtue o
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 3330
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 <u>BWDB</u>

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

FLspecific 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 <u>Credential</u>

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 <u>Demand Occupation</u>

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 <u>D.O.T. Codes</u>

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 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 <u>Service Provider</u>

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 <u>Training Related Occupation</u>

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 Agreement or this any Amendment 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.

- 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;
- Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;

- 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 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.
- 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

Al 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:
  - 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, he 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:

- All advances or other payments on account made to the Contractor which are applicable to the terminated portion of this Agreement; and
- Any credits, discounts or overpayments as described in Article 3 above.
- 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:

- 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 B, 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.
  - 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 youth program for Two Hundred and Twenty Two (222) in school youth as defined by WIA. All youth must meet the WIA eligibility criteria and meet BWDB Youth Council targeted characteristics as follows: Youth shall be (1) between the ages of 14 – 21, (2) economically deficient, and (3) have not completed high school or obtained a GED. Fifty Percent (50%) of the youth enrolled shall be from families which have been or are welfare recipients, have been subjected to any stage of the criminal justice process, or be in foster care or transitioning to independent living. Phase on of the program will use the context of career pathways to help students attain reading, math and science benchmarks. The second phase of the program will include a work experience in a limited private/public sector internship that provides workplace training in high-tech/high-demand occupational areas.

The M-PACT Program will utilize criteria, which includes but is not limited to: (1) adult support, structure, and expectations; (2) a combination of guidance and connections to the workplace; (3) effective and quality program design and staff with the experience to implement the program; (4) strong connections to employers; (5) opportunities to explore post secondary options and assistance in applying to post secondary institutions; (6) peer support; (7) of achievements; and (8) opportunities for leadership development and decision making. Phase one of the program will include employability skills and self awareness training, the delivery of work readiness skills/SCANS competencies. youth competencies, post-secondary preparation, tutoring and/or remediation activities as needed, guidance and counseling. bi-weekly school after workshops, leadership engagement in community service activities and support services. Phase two includes but is not limited to: a planned and structured paid internship for a maximum of 150 hours, post-secondary exploration, college tours, mentoring and a twelve-month follow up.

#### 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 To assure youth are recruited from all parts of the County Contractor will use a marketing plan 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, Contractor will direct staff to contact schools and to specifically target those areas for recruitment.
- 7.2.3 Youth shall be recruited from the ten schools throughout the County with the highest incidence of students receiving free or reduced lunches.
- 7.2.4 No more than 50% of the in-school youth to be served and enrolled under this agreement may be juniors in high school, the balance of youth to be enrolled must be high school seniors or be enrolled in an alternative school and scheduled to graduate or attain a GED by June 30, 2008.
- 7.2.5 All juniors enrolled shall be served using WTP funds and must move on to their senior year prior to August 2008. All seniors enrolled must graduate and exit the program by June 30, 2008.
- 7.2.6 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 foster care youth.
  - 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,
  - Mail recruitment flyers
  - g. Individual and small group presentations

- Coordination with HANDY, Help for Neglected Abused and Disadvantaged Youth and other area group homes will provide recruitment options.
- 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.
- 12<sup>th</sup> grade youth at alternative centers who will be transitioning to independent living will be identified through contact with group homes.
- 7.2.7 Recruitment materials, flyers and other pertinent documents will be made available in the majority of non-English speaking languages found in the County.
- 7.2.8 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. Program staff will use this data to make home visits, telephone calls, and to mail recruitment flyers to identified youth.
- 7.2.9 Contractor shall make home visits, mail information brochures, contact peers, and communicate with parents to assist in identifying students appropriate to the training.
- 7.2.10 Contractor shall make program presentations and seek referral applications from Broward County School administrators, counselors, teachers, the Broward County Housing Authority, community based organizations, churches and other appropriate public and private organizations.
- 7.2.11 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: <a href="http://intra.broward-workforce.org">http://intra.broward-workforce.org</a>.
- 7.2.12 Contractor shall recruit and enroll all in school youth by November 15, 2007.
- 7.3 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. Contractor shall collect WIA eligibility information from youth who

- are juniors even though they will not be enrolled into WIA until their senior year to assure they will be able to meet WIA eligibility in their senior year. No youth who does not meet WIA eligibility may be enrolled.
- 7.3.2 Youth not meeting WIA eligibility requirements upon becoming seniors will have to be exited from the program and will not be able to receive further services.
- 7.3.3 Contractor shall be responsible for assisting the youth in assembling the documentation necessary for WIA eligibility determination.
- 7.3.4 Non-English speakers applying for the program shall be assisted through Contractor's Multicultural Department that provides translators in all languages.
- 7.3.5 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.
- 7.3.6 Contractor shall assess youth and\_review the youth goals identified during assessment.
- 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 basic skills goal.
- 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 as individual service strategy (ISS) for each youth which will be used as s 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.

# 7.4 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.
  - 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.
  - 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

- 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 weekly 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:
  - 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 goal for each student who is basic skills set a goal for all younger youth and shall assure that youth attain their goal.
- d. Participants 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. Basic Skills Remediation shall include After school academic support, Individualized support, Guidance and counseling and conferences with teachers, parents, and the student
- f. Basic Skills remediation shall be delivered through individualized, small group instruction and computerized instruction.
- g. Youth Basic Skills deficient in math or science shall attain a minimum of a 2.0 in math or science.

# 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.

- 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.
- d. 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.

#### 7.4.5 Skills Training

- a. The program facilitator will initiate the process for participants to be enrolled in occupational skills training.
- Facilitator and outside resources will be available to provide tutoring If students encounter
- c. The components of skills training will include career assessment, classroom observations and assistance in enrollment in occupational training following exit.
- d. Students will be counseled by the project facilitators, student support staff, or an advanced student interested in the same occupational skills training area.
- e. All seniors shall be enrolled in an occupational skills workshop prior to their work experience.

### 7.4.6 Leadership

- 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.
- Using a project based learning approach students will select a project, identify leaders, develop and implement a plan of action.

d. A copy of the curriculum for leadership training shall be provided to the WorkForce One Youth Program Manager by August 31, 2007.

### 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 ongoing communication with participant and shall monitor each participant a minimum of once monthly and provide assistance with any identified issues.
- 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:

- 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.
- Youth shall participate in interactive SCANS and career workshops.
- Thirty program hours will be devoted to job seeking and/or workplace maturity skills.
- d. Younger youth who do not need a basic skills goal will work on a work readiness goal.
- e. The program facilitator will complete work readiness components using the following strategies:
  - Administering career assessment and interest inventories
  - Resume writing application process
  - iii. Mock interviews,
  - iv. Dress for success.

# 7.4.10 Youth Program Design Participation

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

### 7.4.11 Family Planning

- a. Contractor shall coordinate with Vendors in place to assure that all youth in the program participate in family planning education.
- All youth shall receive a certificate indicating that they have completed a course 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 subsidized work experience opportunities for the seniors in the program.
- b. The length of the work experience will be approximately 150 hours but shall not exceed 20 hours a week. To the extent possible youth may be placed in part time unsubsidized jobs as a "work Experience."
- c. Contractor's Program Facilitator will use the database developed during previous programs as well as develop new worksites
- d. Students will receive a real work experience.
- 7.4.13 All seniors shall enroll in occupational skills workshops.

# 7.4.14 Junior / Eleventh Grade Activities

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# **Typical Teacher Planning Day for Eleventh Graders**

THE SECOND CO.		
Begin	End	Description of Activity
8:00	8:15	Critical Thinking/Decision Making/Team Building/S.C.A.N.S. Competencies
l		Building Sense of Self and Group
1		Building Youth Responsibility and Leadership Skills
l		Collaboration with Peers
8:15	1000	Staff Development
0.15	8:30	Pre -Journal Writing/Activity
l	1	Individual Focus and Age/Staff Appropriate Outlook
		Academics Math/Language Arts/ Science
l		Work and Learning Connection
		Staff Development
		Collaboration with Peers
		Competencies Emphasis
		Development of Principles Enriched and Structured Environment
		Development of Skills and Knowledge
8:30	11:30	
0.00	11.50	Career and Post-Secondary Education Exploration Tour Career Awareness, Planning and Readiness
1		Learn Positive Social Behavioral
l		Build Sense of Self and Group
		Enriched and Structured Environment
		Leadership Training
		Guest Speakers
		Life Skills/ Decision Making
		Academic Remediation and Retention
11:30	12:00	Lunch
50000034085	100000000000000000000000000000000000000	Learn Positive Social Behavioral
		Build Sense of Self and Group
12:00	2:00	Career and Post-Secondary Education Exploration Tour
		Career Awareness, Planning and Readiness
		Learn Positive Social Behavioral
	1	Build Sense of Self and Group
	1	Enriched and Structured Environment
	1	Support Services and Opportunities
		Youth/Adult Relationships
		Leadership Training
	1	Guest Speakers
	1	Life Skills/ Decision Making
2:00	2:30	Academic Remediation and Enrichment
2.00	2.30	Post -Journal Writing/Activity
		Individual Focus and Age/Staff Appropriate Outlook Academics Math/Language Arts/ Science
		Work and Learning Connection
	1	Staff Development
		Collaboration with Peers
	1	Competencies Emphasis
	1	Development of Principles
		Enriched and Structured Environment
	1	Development of Skills and Knowledge
-		1 - 2-1-3-prinorit of Okino and Knowledge

### Typical Early Release Day for Eleventh Graders

Begin	End	Description of Activity	
12:30	12:45	Critical Thinking/Decision Making/Team Building/S.C.A.N.S. Competencies	
		Building Sense of Self and Group	
		Building Youth Responsibility and Leadership Skills	
		Collaboration with Peers	
12:45	1:45	Guest Speaker (Career Speakers representing the myriad of math, science, and teaching careers) Career Awareness, Planning and Readiness Strong linkages between academic and occupational learning Individual Focus and Age/Staff Appropriate Outlook Enriched and Structured Environment Development of Skills and Knowledge Youth/Adult Relationships Business Partner Engagement Leadership Training	
	1	Guest Speakers	
	1	Life Skills/ Decision Making	
1:45	2:15	Academic Remediation and Retention	
	2.10	College/Career Preparatory Activity (Challenging hands-on activities will be used to prep students for concepts used on Post – Secondary Education/Career Preparatory Tests) Work and Learning Connection Supportive Services and Opportunities Building Sense of Self and Group Age/Stage Appropriate Outlook Youth/Adult Relationships Building Youth Responsibility and Leadership Skills Collaboration with Peers Leadership Training	
		Guest Speakers	
		Life Skills/ Decision Making	
		Academic Remediation and Retention	
2:15	2:25	General Information Session Supportive Services and Opportunities Individual Focus and Age/Staff Appropriate Outlook Post –Secondary Education/Career Opportunities Scholarship and Other Financial Aid Opportunities Community Service	
2:25	2:30		
2:25	2:30	Closing	

- 7.4.15 Contractor shall provide a schedule similar to that incorporated into section 7.4.14 for twelfth graders/seniors to the WorkForce One Youth Program Manager by July 10, 2007.
- 7.4.16 Contractor shall be responsible for placing all youth exiting the program into unsubsidized employment or post secondary school.
- 7.4.17 Sixty days prior to exit students will work with staff to develop resumes and begin the job application process if they are not going on to post secondary school.
- 7.4.18 Younger youth and in-school youth enrolled in the program must complete secondary school and be placed prior to June 30, 2008.

# 7.5 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. with 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 (provided by contractor vendors).

- 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 wih 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.
- 7.5.10. To encourage retention in school, 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 completion of the junior year.

- 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. Incentives shall be limited to budget and fund availability.
- 7.6.6. Staff may be provided with cell phones, if deemed necessary, to communicate with the students.
- 7.6.7. Juniors who exit the program prior to becoming seniors shall be provided with a certificate of program attainments.
- 7.7 Participant Time, Data Entry, File Maintenance, Attendance, and Wages
  - 7.7.1 WorkForce One Fiscal Department shall distribute participant paycards and incentive payments to Contractor. Contractor shall be responsible for keeping verified time and attendance documentation and for coordinating payroll distribution with WorkForce One Fiscal staff.
  - 7.7.2 Students shall be required to sign a receipt for their paycards. The WorkForce One Fiscal Department will collect these written records.
  - 7.7.3 The project facilitators will be responsible for monitoring (making sure that students fill out time sheets daily) and approving (signing along with participant) time sheets before submitting them to WorkForce One. All time sheets will be reviewed and approved (signed) by program staff before submission to WorkForce One. 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 assure that individuals approving time sheets are not responsible for the distribution of any youth payments.
  - 7.7.5 Youth who receive payments will be paid one week in arrears and shall be paid biweekly. Time and attendance documentation shall

be submitted to WorkForce One by Monday at 10:00 A.M. of the pay week in order for WorkForce One to generate the participant payroll. Payroll for youth in Contractor's programs shall be processed in accordance with the procedure agreed to between WorkForce One and Contractor.

- 7.7.6 Youth who receive a work experience payment may not be paid for holidays, overtime, leave time, vacation time, sick time, or other leave. Time sheets should be monitored to assure that pay is only requested for allowable time actually worked. All other time worked will be the responsibility of the Contractor.
- 7.7.7 Contractor shall be responsible for data entry into the EmployFlorida Tracking System.
- 7.7.8 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.
- 7.7.9 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.
- 7.7.10 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.
- 7.7.11 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.

#### 7.7.12 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.
- 7.7.13 Contractor shall maintain participant time and attendance records, which shall consist of daily time sheets indicating the hours per day and type of activity and shall be signed by the participant and the supervisor.
- 7.7.14 All absenteeism and tardiness shall be documented in the counselor's case notes.
- 7.7.15 Time and attendance documentation and paycheck distribution shall be coordinated with WorkForce One Fiscal Department.
- 7.7.16 Students may not be paid for holidays, absences or other time not in attendance. Students may not be paid for overtime with program funds.
- 7.7.17 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.
- 7.7.18 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.
  - Food expense for filed trips may not include breakfast and dinners.
  - 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.

#### 7.8 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. Seniors may be included in youth be carried forward.

## 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 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 two hundred and twenty two in school youth, of which a minimum of One Hundred and Eleven youth must be seniors or able to attain their GED by June 30, 2008, and the balance of the youth enrolled must be juniors in high school (eleventh graders) 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 7.2.12.

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

# basic skill goals + # work readiness skill goals + # occupational skill goals established (set) for the youth during the period.

At a minimum youth requiring basic skills remediation shall attain a 2.0 in math and/or science.

- d. Ninety percent (90%) of the juniors / eleventh graders shall return to school as seniors in August of 2008.
- e. 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

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

f. 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 postsecondary education and/or advanced training or occupational

# skills training in the 1<sup>st</sup> quarter after exit Number of exiters

- g. 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.
- h. 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.
- 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.
- j. 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 to 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, a WORKFORCE ONE signing by and through its President/CEO, following Board Action on the 26th day of April 2007.		
	D COUNTY, FLORIDA		
	WITNESSED BY:L.S.	BY:	
	L.S.	TITLE: Chair	
	(Corporate Seal)	DATE:	
	ATTEST:	Approved as to Form:	
	Superintendent of Schools	Robert Paul Vignola Deputy General Counsel	
	AS TO WORKFORCE ONE		
	WITNESSED BY:  L.S.  L.S.	BY: Maron Gards (Signature) MASON C. JACKSON TITLE: PRESIDENT/CEO DATE:	
	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		

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## **EXHIBIT A**

# **WORK ACTIVITY PLAN**

Program Name:	Project M-PACT Making Positive Achievements with Career Training PY 2007-2008		
Component	Date	<b>Expended Amount</b>	
Staff hiring	July 1, 2007	378,900	
Facilities Acquisition	N/A	N/A	
Recruitment	July 2007	2,050	
Service Delivery	July 2007	116,123	
Completion of Program Objectives	June 2008	12,024	

# PROPOSAL APPLICATION COVER PAGE

Organization Name: The School Board of Broward County, Florida Program Name: Project MPACT - MAKING POSITIVE ACHIEVEMENTS with CAREER TRAINING					
Organization Address 600	Organization Address 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301				
Federal ID # <u>59-6000530</u>					
	Telephone (754)-3212647 Fax (754) 321-2634 Cell E-Mail john miracola@browardschools.com				
Contact Person John J. M Title <u>Director</u> , Career, Tec		Adult Community Education			
Total Funds Requested W	IA Youth \$	261,544 WTP Youth \$ N/A \$261,544			
Number to be Served 250	Older Yo	uth (19 – 21) <u>0</u> Younger Youth (14 – 18) <u>25</u>	50		
# Out of School Youth 0	# In School	Youth <u>125</u> # WTP Youth <u>125</u>			
In Kind or non WIA /TANF	Contributio	ns to the Program Proposed \$ _0_			
		erate project \$523,089 *# of clients	250		
	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					
X Years in Business in B	roward Cou	unty <u>92+</u> Years in Business Elsewhere in th	ne United States (Ple	2256	
Specify Locations) N/A				,,,,,	
Years delivering the same or similar services as those proposed 12+					
Proposed Performance					
# Participants	250	# Placed In Post Secondary Education	N/A		
# Completions/Exits	237	# Obtaining a credential	237		
# of Job Placements	N/A	#Attaining functional education level	N/A		
Entered Employment Rate	N/A %				
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		Title Interim Superinte	ndent of Schools		
Date	ned Name	Ismas E Nau-			

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# 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 (NON-	
	FATAL must correct within 24 hours of submission	
	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="https://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 ncluded the funds necessary to pay for the activity in their budget	
	Proposer is not charging for duplicate MIS costs	
F	Books and Records will be maintained and available in Broward County	
	f 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 (SBBC) proposes to combine the best practices of two of the previous programs facilitated by the SBBC to deliver a validated research-based program that improves schooling and career options for youth by incorporating PEPNet and Sar Levitan design elements in its programmatic framework. The Making Positive Achievements with Career Training Program (M-PACT Program) is designed to use these proven strategies to develop the employability and academic levels of WIA eligible students. This program design will combine a youth work experience program with a youth development program best practices model that addresses the educational and career needs of young people in a safe and secure learning environment; builds connections between young people and competent, caring adults that allow for the integration of appropriate age and stage learning activities; leverages community resources to plan, and support student success by providing a yearround continuum of learning and developmental activities. This program will integrate the lessons learned from education reform, workforce preparation and positive community youth development to build the knowledge and skills of some

of our most vulnerable youth, (i.e. students in the Department of Juvenile Justice System, students aging out of the Foster-care system, and economically disadvantage youth in Broward county).

The program is designed to recruit 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. In addition to this target group, the SBBC will partner will agencies that service the special population of DJJ and Foster-care students. The program will use the context of career pathways to help students attain reading, math and science benchmarks. This goal aligns with the District's initiatives of ensuring that all students will achieve at their highest potential. In the second phase of the program we propose a work experience in a limited private/public sector internship that provides workplace training in high-tech/highdemand occupational areas. This program addresses the following WIA program elements: dropout prevention, guidance and counseling, work experience, skills training, leadership training, support services, mentoring, and follow-up. The program implements the following and other strategies: improving educational and skills competencies, incentives for recognition and achievement, services that prepare youth for post-secondary educational opportunities, services which link academic and occupational learning, services which prepare youth for employment and make connections to the job market and employers, and activities that increase the engagement of parents.

The M-PACT Program will utilize criteria, which includes but is not limited to: (1) adult support, structure, and expectations; (2) a combination of guidance and connections to the workplace; (3) effective and quality program design and staff with the experience to implement the program; (4) strong connections to employers; (5) opportunities to explore post secondary options and assistance in applying to post secondary institutions; (6) peer support; (7) recognitions of achievements; and (8) opportunities for leadership development and decision making.

The M-PACT program will increase sustainable learning gains for program participants and contribute to a greater degree of student engagement. It will provide students an opportunity to participate in a structured learning experience in a traditional learning environment and take place at a high tech worksite. This enriched learning experience will provide youth an opportunity to connect the academic competencies that are learned in the classroom to the workplace and an opportunity to see the relevancy of academics to success in the workplace. The program delivers a contextual work experience for each student. Research in WHAT'S WORKING AND WHAT'S NOT documents that a contextual learning approach that emphasizes learning academic skills in a "real-world" context, directly prepares students for work. A statistically significant research study that focused on Department of Labor programs, found that students who participated

in programs with work-based learning opportunities were accepted in post secondary education and training at high-rates than those that did not.

Career interest inventory questionnaires, assessment tests, and subjects the student is enrolled in will be used to select appropriate worksite placements that are matched with student interest and abilities. This program is an exemplary school to work model that provides at-risk students an opportunity to participate in a part-time, paid work experience that is aligned with the student's career interest and/or school-based program. This program delivers the work-based component of School to Work to students who may not otherwise have this opportunity.

Each participant will receive integrated services that enhance basic and technical skills, prepare participants for post secondary educational opportunities and/or employment, connect participants to the job market and employers, and involve their parents. Program components are in two phases. Phase one includes but is not limited to: employability skills and self awareness training, the delivery of work readiness skills/SCANS competencies, youth competencies, postsecondary preparation, tutoring and/or remediation activities as needed, guidance and counseling, bi-weekly after school workshops, leadership training, engagement in community service activities and support services. Phase two includes but is not limited to: a planned and structured paid internship for a maximum of 150 hours, post-secondary exploration, college tours, mentoring and a twelve-month follow up. Each internship will involve a variety of tasks to provide the intern with exposure to all aspects of a career area or business. Student interns will spend approximately 10 - 25 hours per week at their work assignment. Hours and days are flexible and designed to not interfere with classroom instruction. The program design will be flexible in an effort to meet the individual needs of each student. The average school day for in-school youth is 7:15 a.m. - 2:30 p.m. Intern training may range from 3 p.m. - 8 p.m. on school days. Interns may work longer hours on early release and teacher planning days, weekends, and some holidays. Workdays and times will vary for each intern.

The Broward County business community has been very receptive to and supportive of the previous A LEAP program and will continue to commit to providing the intern with a myriad of experiences that will provide a rigorous understanding of the business or career field. Each intern will have an individualized training agreement that the employer will use to provide monthly performance evaluations. Former interns have developed technical skills in a plethora of high-demand job areas including, but not limited to: dialysis technical assistance, dental assistance, computer programming, printing, accounting, law office skills, drafting assistance, web design, law enforcement communications, pharmacy tech, fire rescue, airport operations and MRI technology. The goals of this work experience project are for students to: (1) Gain real workplace experience and learn from workplace mentors; (2) Develop an understanding of career and post secondary educational options; (3) Increase awareness of the

range of available career opportunities; (4) Develop the skills and competencies required to meet employer's expectations; (5) Demonstrate positive work ethics/habits; (6) Develop competencies needed to transition from school to work; (7) Increase skills in critical thinking, problem solving and decision making; (8) Develop SCANS competencies; (9) Interact with positive adult role models, (10) Increase academic competencies/basic skills, and (11) Navigate successfully through high school and transition to a positive post secondary activity.

Each student will receive intensive case management, counseling, job coaching and follow-up services. The program facilitators will monitor each student's acedemic progress by reviewing interim and quarterly report cards, attendance and conferencing with teachers or counselors on an as needed basis. If a student is not progressing satisfactorily, intervention strategies such as requiring the student to engage in an after school-tutoring program will be implemented.

To seriously and adequately address the barriers facing the participants in WIA youth programs requires going beyond having a "youth program". Young people and adults must work together to create the necessary conditions for the successful development of themselves, peers, families and communities. The M-PACT program will engage participants in team building activities that contribute to the benefit of the community. Helping others in the community benefits the students providing the service as much as it does those receiving assistance.

The A LEAP and Summer Transition programs have documented tremendous success in skills attainment rates, retention rates, and an average program completion rates. It is projected that if awarded funding, this new program, M-PACT, will meet and/or exceed these performance measures and make a true "impact" on the clients that are served.

# 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?

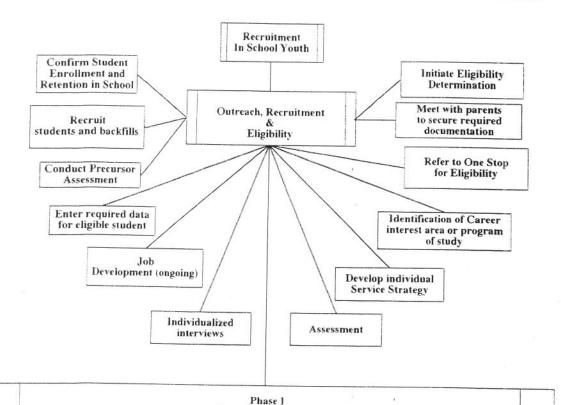
The School Board of Broward County, Florida's mission is to ensure that all students receive a quality education within a safe and secure learning environment. Making Positive Achievements with Career Training (M-PACT) is designed to support this mission statement. This program is an employability/life skills training program that improves 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) M-PACT 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 continued for youth throughout their high school tenure. The youth will receive counseling, connections to needed social services and intensive case management.

Program components, include but are not limited to employability skills training, training related support services, work experience, and community service. 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.

Flowchart is in the appendix.

# THE SCHOOL OF BROWARD COUNTY, FLORIDA Year Round Program Proposal Private Sector Internship/Work Experience Project M-PACT SY 2007/2008 FLOWCHART



Phase II

Identify Appropriate Internship Sites
Coordinate Worksite Interview
Intern placed on the Job
Identification of Alternative Internship
Job Coaching
One on One Counseling
Case Manageme nt
Individualized Training Plans
Participant's Evaluation Forms
Collect Time Sheets & Disseminate Checks
Community Service
Monitor Academic Achievement
Deliver Interventions
Parental Awareness
SCANS Competencies

#### 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, parent groups, at recreation centers, community centers, athletic events, in school classes, churches 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 program 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.

Although this proposal is intended for in school youth, in the past the proposer has been successful with recruitment of out of school youth. Presentations were given at community agencies, recreation centers, community centers, churches, athletic events, to parent groups, 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 them 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. 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 all 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).

Not applicable, The M-PACT Program serves in school youth.

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.

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 the Department of Juvenile Justice with sites at three alternative centers. The proposer expects to recruit at least <u>50</u> youth through these collaborations and from the ten Broward County high schools with the highest levels of free and reduced lunch students. Establishing

- a relationship with HANDY, Help for Neglected Abused and Disadvantaged Youth and other area group homes will provide recruitment options for other youth.
- 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 250 in school youth which is 63% of the total goal to enroll 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, a special 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 websites, 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?

Not applicable, The M-PACT Program serves in school youth.

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

Orientation is held for youth and may include parents/guardians/relatives/other adult supporter. Program requirements, eligibility requirements and benefits will be shared with youth, parent/guardians, relatives and other adults. Parents are required to sign authorization forms giving the student permission to participate in the program. Youth are required to sign forms committing to program requirements and responsibilities. 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?

The UNIACT Interest Inventory 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. Program facilitators will administer the TABE Test.

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?

Today's young people enjoy fast paced and highly interactive environments. They are attracted to programs that provide rewards such as monetary pay, academic credits, gift stipends and community service hours. Most high school and college level students are motivated to participate and complete programs that allow them to experience a variety of activities. The Proposer knows that students may not be attracted to the traditional classroom environment; rather they have a high affinity for technology, music, and graphics. They may also enjoy a program that they plan, organize, implement and recruit participants. Students like to be able to hold true positions of authority in the programs that they participate in. This will be accomplished by the leadership training and student directed activities. The proposer will seek students who are eager to participate in a program that will pay them, prepare them for their future, and incorporate a fun and flexible environment.

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

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:

Χ	Basic skills remediation younger youth		
N/A	Basic skills remediation older youth		
Χ	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		
X	Work Experience		
Χ	Skills Training		
Χ	Leadership training - Leadership training may consist of an or a combination of the following activities		
Χ	Family planning education		
Χ	Matching youth with caring adults/mentors		
Χ	12 month follow up		
Χ	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.

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
- Work experience for 12<sup>th</sup> grade students
- 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

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

Former and current programs have demonstrated a 90% or better success rate for the last 4 years. Best practices from previous program will used to assure a successful program

- 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

# 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.

Describe proposer's successes and failures in delivering the b proposed services Proposer had high retention rates which resulted in low dropout rates.

List and describe the components of each service activity. C. Incentive Plans were implemented and SCANS workshops were conducted for participants.

#### Skills Training

- Describe proposer's experience in providing the proposed service. a. The program facilitator will initiate the process for participants to be enrolled in occupational skills training.
- Describe proposer's successes and failures in delivering the b. 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.
- List and describe the components of each service activity. C. The components of skills training include career assessment and classroom observations and enrollment in occupational training.
- If a subsidized or unsubsidized work experience is proposed: N/A d.
  - 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

- Describe proposer's experience in providing the proposed service. a. Through engagement in community service projects, team activities. and SCANS competency participants are empowered to be assertive, responsible leaders.
- Describe proposer's successes and failures in delivering the b. 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.

#### 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.
- 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.

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

  The program facilitator maintains ongoing 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, and mailings. parental and family contacts, text messaging and e-mails.

#### 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.
- 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.

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

Youth will design, conduct and analyze data gathered for surveys that assess the program services. These results will be used to 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 credentials to successful program completers. This two-pronged program is designed for participants to receive leadership training and remediation as well as work experience. 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 are 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 Justice 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 faceto-face appointments will be available to these students at a nontraditional 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
N	Basic skills remediation younger youth	
Ν	Basic skills remediation older youth	
N	Dropout prevention - This includes the provision of tutoring, study skills and instruction to youth in high school including those in alternative education.	
N	Summer Work Experience	
Υ	Work Experience	Area Businesses

N	Skills Training	
N	Leadership training - Leadership training may consist of any or a combination of the following activities	
Υ	Family planning education	School Board Approved Vendors
Υ	Matching youth with caring adults/mentors	Workforce One
N	Twelve (12) month follow up	
N	Work readiness skills	
N	Other (Please specify)	

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

a. Will it be subsidized or unsubsidized? The work experience will be subsidized.

b. What will be the length of the work experience? The students work experience will consist of a maximum of 150 hours.

c. How many youth will be offered a work experience? The seniors (12<sup>th</sup> graders) in the program will be offer a work experience once they have completed the skills training workshops.

d. How many hours a week will be spent in work experience? Past experiences have indicated that a minimum of 10 hours per week is manageable for students taking a full load in school.

e. What funds will provide the wages for the youth?

WIA budgeted funds will be used for the work experience component.

f. How will worksites be developed?
Facilitator will use the database developed for the A LEAP program and well as develop new worksites

g. Will youth receive a real or simulated work experience? Student will receive a real work experience.

h. What agreement will be in place with the host worksite?

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

# Typical Daily Schedule for Eleventh Graders

Begin	End	Description of Activity
8:00	11.00	Student/Parent Support Services  Monitor Student Attendance  Class Room Observations

<ul> <li>Comprehensive Guidance and Couns</li> <li>Coordinate Parent/Teacher Conferen</li> </ul>	292
Coordinate Parent/Student Financial Workshops	Aid
<ul> <li>Coordinate Field Trips/Symposiums/S Activities/Guest Speakers</li> </ul>	Student
Monitor Academics and Behavior	
Track Community Service Hours  Monitor Student By	
Worldon Student Progress for Scholars	ships and
Other Financial Aid Opportunities  Establish a Safe Environment for Ope	
Communication Communication	n
Monitor Class Selection and Academic	Plan
Develop Service Strategies for each P	articipant
Assess Outcomes; Revise Strategies i	if
11:00 1:00 Meet with students during their lunch to	
Supportive services	provide
Study Skills Training	
Build Youth/Adult Relationships	
Student Incentives Technology Assists	
<ul> <li>Technology Assistance</li> <li>Build Sense of Self and Group</li> </ul>	
Learn Positive Social Behaviors	
• Tutoring	
case Management	
Write Case Notes Indate/Maintain Challenge	
<ul> <li>Update/Maintain Student Outcome Dat Provider</li> </ul>	a for
Update/Maintain Comparative Measure	
Cohort Students	s for
<ul> <li>Monitor Scores and Disaggregate Data Post –Secondary Education/Career Pre Tests</li> </ul>	on the paratory
Parent Phone Calls	
Monitor Student Incentive Program	
Data Collection-Report Cards and Interior	ms
Written Correspondence Parents Partner	ers. and
echool community	2, 2.70
<ul> <li>Collaborate with mentors</li> </ul>	

-Academic Teachers -School Administration -Other Significant Role Models  Referrals to Outside Agencies Build Community Linkages Extended Follow-up Support Services  Meet with Students After-school to Provide: Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes Computer Assisted Instruction on Post — Secondary Education/Career Preparatory Tests; Career Interest Inventory Detailed Analysis of Disaggregate Data on the Post—Secondary Education/Career PreparatoryTests Scholarship Search Student-driven Community Service Project Development Strategies/Activities for Building Youths' Responsibility and Leadership Skills Career Awareness, Planning & Readiness Secretary Commission on Achieving Necessary Skills Organizational Skills Employability and Life Skills Guest Speaker Presentations Bus Passes Incentive Checks Work and Learning Connection Employer Engagement  Additional Support Services Attend School/Community Meetings Provide Family and Peer Support Build Youth/Adult Relationships Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers Continuous Improvement			
-Other Significant Role Models Referrals to Outside Agencies Build Community Linkages Extended Follow-up Support Services  Meet with Students After-school to Provide: Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes Computer Assisted Instruction on Post — Secondary Education/Career Preparatory Tests; Career Interest Inventory Detailed Analysis of Disaggregate Data on the Post—Secondary Education/Career PreparatoryTests Scholarship Search Student-driven Community Service Project Development Strategies/Activities for Building Youths' Responsibility and Leadership Skills Career Awareness, Planning & Readiness Secretary Commission on Achieving Necessary Skills Organizational Skills Employability and Life Skills Guest Speaker Presentations Bus Passes Incentive Checks Work and Learning Connection Employer Engagement  Additional Support Services Attend School/Community Meetings Provide Family and Peer Support Build Youth/Adult Relationships Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers			
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Build Community Linkages   Extended Follow-up Support Services			-Other Significant Role Models
* Extended Follow-up Support Services  Meet with Students After-school to Provide:  Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes  Computer Assisted Instruction on Post – Secondary Education/Career Preparatory Tests; Career Interest Inventory  Detailed Analysis of Disaggregate Data on the Post – Secondary Education/Career Preparatory Tests  Scholarship Search  Student-driven Community Service Project Development  Strategies/Activities for Building Youths' Responsibility and Leadership Skills  Career Awareness, Planning & Readiness  Secretary Commission on Achieving Necessary Skills  Organizational Skills  Employability and Life Skills  Guest Speaker Presentations  Bus Passes  Incentive Checks  Work and Learning Connection  Employer Engagement  Additional Support Services  Attend School/Community Meetings  Provide Family and Peer Support  Build Youth/Adult Relationships  Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers	1		Puild Community Line
Meet with Students After-school to Provide:  Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes  Computer Assisted Instruction on Post — Secondary Education/Career Preparatory Tests; Career Interest Inventory  Detailed Analysis of Disaggregate Data on the Post — Secondary Education/Career PreparatoryTests  Scholarship Search  Student-driven Community Service Project Development  Strategies/Activities for Building Youths' Responsibility and Leadership Skills  Career Awareness, Planning & Readiness  Secretary Commission on Achieving Necessary Skills  Organizational Skills  Employability and Life Skills  Guest Speaker Presentations  Bus Passes  Incentive Checks  Work and Learning Connection  Employer Engagement  Additional Support Services  Attend School/Community Meetings  Provide Family and Peer Support  Build Youth/Adult Relationships  Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers			Extended Fallers O
Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes  Computer Assisted Instruction on Post – Secondary Education/Career Preparatory Tests; Career Interest Inventory  Detailed Analysis of Disaggregate Data on the Post – Secondary Education/Career PreparatoryTests  Scholarship Search  Student-driven Community Service Project Development  Strategies/Activities for Building Youths' Responsibility and Leadership Skills  Career Awareness, Planning & Readiness  Secretary Commission on Achieving Necessary Skills  Organizational Skills  Employability and Life Skills  Guest Speaker Presentations  Bus Passes  Incentive Checks  Work and Learning Connection  Employer Engagement  Additional Support Services  Additional Support Services  Attend School/Community Meetings  Provide Family and Peer Support  Build Youth/Adult Relationships  Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers	2:30	4:30	Most with St. In the Support Services
Additional Support Services  Attend School/Community Meetings  Provide Family and Peer Support  Build Youth/Adult Relationships  Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers			<ul> <li>Academic support that will reinforce concepts and competencies that are taught in the current grade level math, science, and language arts classes</li> <li>Computer Assisted Instruction on Post – Secondary Education/Career Preparatory Tests; Career Interest Inventory</li> <li>Detailed Analysis of Disaggregate Data on the Post – Secondary Education/Career PreparatoryTests</li> <li>Scholarship Search</li> <li>Student-driven Community Service Project Development</li> <li>Strategies/Activities for Building Youths' Responsibility and Leadership Skills</li> <li>Career Awareness, Planning &amp; Readiness</li> <li>Secretary Commission on Achieving Necessary Skills</li> <li>Organizational Skills</li> <li>Employability and Life Skills</li> <li>Guest Speaker Presentations</li> <li>Bus Passes</li> <li>Incentive Checks</li> <li>Work and Learning Connection</li> </ul>
<ul> <li>Attend School/Community Meetings</li> <li>Provide Family and Peer Support</li> <li>Build Youth/Adult Relationships</li> <li>Holistic support-Attend funerals, religious functions, award events, refer parents to One Stop Centers, visit hospitals/medical centers</li> </ul>	3	8	
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Stop Centers, visit hospitals/medical centers			<ul> <li>Holistic support-Attend funerals, religious</li> </ul>
Stop Centers, visit hospitals/medical centers			functions, award events, refer parents to One
Continuous Improvement		1	Stop Centers, visit hospitals/medical centers
			<ul> <li>Continuous Improvement</li> </ul>

Activity dates, times, and actions will vary depending on the day, school, time, and situation.

# Typical Teacher Planning Day for Eleventh Graders

\$25 W. A. P. C.	STATE OF THE PARTY	
Beg	End	Description of Activity
8:00	8:15	
0.00	0.15	onwar minking/Decision Making/Leam
		Building/S.C.A.N.S. Competencies
		Building Sense of Self and Group
		Building Youth Responsibility and Leadership Skills Collaboration with Peers
		Staff Development
8:15	8:30	Pre -Journal Writing/Activity
		Individual Focus and Age/Staff Appropriate Outlook
		Academics Math/Language Arts/ Science
		Work and Learning Connection
		Staff Development
		Collaboration with Peers
		Competencies Emphasis
		Development of Principles Enriched and Structured Environment
		Development of Skills and Knowledge
8:30	11:3	Career and Post-Secondary Education Exploration
	0	Tour Exploration
		Career Awareness, Planning and Readiness
		Learn Positive Social Behavioral
		Build Sense of Self and Group
		Enriched and Structured Environment
		Leadership Training
		Guest Speakers
		Life Skills/ Decision Making Academic Remediation and Retention
1:3	12:0 1	unch
	_	earn Positive Social Behavioral
		Build Sense of Self and Group
2:0   2	2:00	Career and Post-Secondary Education Exploration
	T	our Exploration

2:00 2:30	Career Awareness, Planning and Readiness Learn Positive Social Behavioral Build Sense of Self and Group Enriched and Structured Environment Support Services and Opportunities Youth/Adult Relationships Leadership Training Guest Speakers Life Skills/ Decision Making Academic Remediation and Enrichment Post -Journal Writing/Activity Individual Focus and Age/Staff Appropriate Outlook Academics Math/Language Arts/ Science Work and Learning Connection Staff Development Collaboration with Peers Competencies Emphasis Development of Principles Enriched and Structured Environment Development of Skills and Knowledge
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# Typical Early Release Day for Eleventh Graders

Begi n	End	Description of Activity ###
12:3	12:4 5	Critical Thinking/Decision Making/Team Building/S.C.A.N.S. Competencies Building Sense of Self and Group Building Youth Responsibility and Leadership Skills Collaboration with Peers
12:4 5		Guest Speaker (Career Speakers representing the myriad of math, science, and teaching careers) Career Awareness, Planning and Readiness Strong linkages between academic and occupational learning Individual Focus and Age/Staff Appropriate Outlook Enriched and Structured Environment Development of Skills and Knowledge

		Youth/Adult Relationships
		Business Partner Engagement
		Leadership Training
		Guest Speakers
		Life Skills/ Decision Making
1.5	-	Academic Remediation and Retention
1:45	2:15	College/Career Preparatory Activity
1		(Challenging hands-on activities will be used to prep
		students for concepts used on Post –Secondary
		Education/Career Preparatory Tests)
		Work and Learning Connection
1		Supportive Services and Opportunities
		Building Sense of Self and Group
		Age/Stage Appropriate Outlook
1		Youth/Adult Relationships
		Building Youth Responsibility and Leadership Skills
		Collaboration with Peers
		Leadership Training
		Guest Speakers
		Life Skills/ Decision Making
0.45	0.05	Academic Remediation and Retention
2:15	2:25	General Information Session
		Supportive Services and Opportunities
		Individual Focus and Age/Staff Appropriate Outlook
		Post -Secondary Education/Career Opportunities
		Scholarship and Other Financial Aid Opportunities
2:25	2:30	Community Service
2.20	2.30	Closing

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?

This is an in school youth program.

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.

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.

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 implementation of a Life Skills 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:

- Continuous monitor and adjustment of graduation requirements, 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 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?

Thirty hours per year 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?

Mentors are available through the District mentoring office. This resource may be strained; however due to the constant need of mentors. As a result SBBC may enlist other agencies such as, those on the list provided by Workforce One and other agencies such as Big Brothers/Big Sisters. 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)?

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?

This Program does not address out of school youth.

### FOLLOW UP

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

Staff has previously demonstrated the ability to maintaining contact with program completers during the follow-up period by mail and telephone calls to the student. When necessary the registrar's office at post secondary institutions are contacted to verify enrollment. The relationship cultivated between the participants and staff 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, cell phone/text messaging, or home telephone contact, written communication
- Monitoring student weekly attendance and performance
- Contact with instructors
- Verification of employment
- Communication with employer
- Verification of postsecondary enrollment
- · Communication with parents/guardians/relatives or adult supporter

# COORDINATION AND COMMUNTITY 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 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 earn a credential, but the proposer also has the ability to grant the needed credential such as a high school diploma and GED. The proposer complements other entities within the county by being able to take the clients served 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 the sixth largest school district 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 abreast of labor market information 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 business 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 program facilitators 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
- What will be the process for making referrals of youth in the program to 9-2. 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 inkind 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.

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

Counseling is infused throughout the program. The program facilitator and school support staff will counsel students at the individual schools. Students will minimally receive one counseling contact per week during the period of enrollment and follow-up.

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

Program facilitators assigned to these programs are experienced in providing counseling services appropriate to the target population. They have demonstrated their ability to effectively provide counseling to students and their families. The years of service for the current staff is an average of 8.2 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 appropriate 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. Broward Community College staff will be scheduled to deliver group and individual training on how to apply for financial aid and scholarships. Teachers will meet individually with students to assist and review the completion of all applications. Teachers will encourage students to enroll in articulated programs and ensure that they are cognizant of all resources available in the school and community.

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.

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

The Director of CTACE and the Curriculum Specialist of STC will provide oversight and guidance to the program coordinator. Both the director and Curriculum Specialist 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 ensures 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. Of the five teachers, one teacher will be assigned at least two schools geographically located in the north, north central, south

central, south and south west areas in an effort to facilitate a program for the entire county.

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

<u>Education</u> – 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.

### Clerk Specialist III

<u>Education</u> – 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.

<u>Special Qualifications</u> – 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

<u>Experience</u> – 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 considerable complexity; to keep complex records and to prepare and 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

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. articulate and promote Workforce Investment Act and Federal Programs. Expertise in program development and management for economically disadvantaged youth and adults. Knowledge of and the needs and problems 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 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

- 11-4. Describe proposer's record keeping system and the elements of each record for:
  - a. Participant Records including attendance

Two folders are maintained for each student. One folder is the official case file and the other folder contains documents retained by the teacher. The Teacher folders include, but are not limited to the following:

Section One:

**Eligibility Documents** 

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 invoices 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 Sterling Process and the One Voice Plan to assure organizational and individual project success. This program also employs Sterling 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:

- Skill Attainment
- Customer satisfaction
- Zero Percent Pregnancy Rate
- · Grade "C" or better
- Credential Rate
- Subsidized employment
- Diploma or GED
- Post Secondary activity
- Military

The Proposer's coordinator meets weekly with program facilitators to assess student progress. Strategies are 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, increases in basic skills and/or upon the completion of the first phase of the program. The paid work experience is critical for participants to gain and refine the skills necessary to succeed in the world of work.

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 internship is not viewed as job placement but hands on training. The proposer will provide work readiness activities, use EmployFlorida, continuous job development with employers in the high demand occupations area and use the One Stop Centers. 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 92 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)

Organization	WorkForce One Center - Central
Contact	Ed Rosario
Address	
	2610 West Oakland Park Boulevard
Email	Fort Lauderdale, Florida 33311
Phone	erosario@wf1boward.com
Fax	954 677-5555
	954 497-3331
Organization	101
Contact	WorkForce One Center - South
Address	Linda Main
7,447633	7550 Davie Road Extension
Email	Hollywood, Florida 33024
Phone	Imain@wf1boward.com
Fax	954 697-1010
гах	
Organization	
Organization	Children's Services Council of Broward County
Contact	
Address	6301 Northwest 5 <sup>th</sup> Way, Suite 3000
Email	Fort Lauderdale, Florida 33309
Phone	cscbroward.org
ax	954 377-1667
dχ	954-377-1683

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.

Personnel	\$71,525	Maintenance	\$7,070
Fringes	\$18,597	Space Rent	\$7,070 \$7,040
Mileage	\$ 1,000	Insurance	\$ 500
	Equipme	nt, Materials, Suppli	es \$6,200

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

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,

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.

Identify program services provided.

Yes

The SBBC was previously contracted to deliver the proposed 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

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 are modified once a year. The overall reason for deviating from the original budget is 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.

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

N/A

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.

- Staff experience in providing services to youth
- 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

(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 the several cost categories and programs to as described below:

5-Teachers for service delivery 2-Paraprofessional for data entry (50%) Clerk Specialist 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 purchased with funds under 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.
- 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.

#### N/A

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.

### N/A

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.
- 14-10. Proposers <u>must</u> complete the budget section of the proposal using the forms provided for in this package. <u>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.</u>

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 relati

Line Item	W	IA V	NTP	agner	FSET	WtW	TOTAL
Personnel	50	%	50%		-	*****	TOTAL
Salaries *							1
Fringe Benefits							(
Mileage and Travel							(
Staff Incentives		1					(
Other (Specify)							(
Total Personn	el		-				
Non Personnel		+		-	-		0
Supplies		_					-
Materials			-		-		\$0
Books		+	-				\$0
Teaching Aids		+	-	-	$\rightarrow$		\$0
Postage		+	-	-			\$0
Telephone		+	+	_	-		\$0
Maintenance		+	-	-			\$0
Printing	1	-	+	$\rightarrow$			\$0
Equipment Rental	1		-	-		-	\$0
Equipment Purchase			$\dashv$	_	-		\$0
Space Rental			+	-		-	\$0
Insurance			+			-	\$0
Utilities			+	-		-	\$0
* Indirect Costs 3.38%	\$6,721	\$6,7	21				\$0
Audit	40,121	\$0,77	- 1		-+	-	\$13,441
Legal			+	-		-	\$0
Accounting			_	_	-	-	\$0
*Profit			-	-			\$0
Other (specify)			+	-			\$0
			+	_	-		\$0
			+	-	_	-	
			+		_	-	
			+	-	-		
			+		_	-	
Total Non-Personnel	\$6,721	\$6,72	1				\$13,441
otal ADMINISTRATION	\$6,721	\$6,72	1	\$0	\$0	\$0	\$13,441

<sup>\*</sup>Must be explained in detail.

<sup>\*\*\*</sup>Profit - For for-profits only. See proposal requirements for specifics.



<sup>\*\*</sup> Must have an approved indirect cost rate plan all other overhead must be itemized.

### BUDGET Services

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

Line Item	W	IA WI		er FSE	T 18414	V 70-
Personnel	50	% 50	%	100	T WtV	V TOTA
Salaries *	\$148,60					-
Fringe Benefits	\$40,85	0 \$40.85				\$297,20
Mileage and Travel	\$27			_		\$81,70
Other		421	-	_		\$55
Staff Incentives						\$
Total Personne	\$189,72	E 6100 70	-			\$
Non Personnel	\$105,72	5 \$189,72	5			\$379,45
Supplies	\$862	2 \$86	2	-		
Materials	\$250					\$1,72
Books	9230	\$25	0			\$500
Teaching Aids			-			\$(
Postage		-	-	5 34 JC		\$(
Telephone	\$950	6050	-			\$(
Maintenance	\$950	\$950	)			\$1,900
Printing	\$150	6450				\$(
Equipment Rental	\$150	\$150	)			\$300
Equipment Purchase						\$(
Space Rental	\$1,750	64 750	-			\$0
Insurance	\$1,750	\$1,750				\$3,500
Utilities						\$0
* Indirect Costs						\$0
Audit						\$0
Legal				-		\$0
Accounting				-		\$0
*Profit				-		\$0
Other (specify)	\$61,137	\$61,137		-		\$0
	001,101	Ψ01,137				\$122,274
Total Non-Personnel	\$65,099	220.222				
. ca. Honer croomier	\$65,099	\$65,099				\$130,197
tal SERVICES	\$254,824	\$254,824	\$0	\$0	\$0	\$509,648



### BUDGET SUMMARY

Reminder: Administration is limited to 5%

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

Line Item Personnel	Annual Expense	Administration	Services
Salaries *			
Fringe Benefits	297,200	0	297,200
Mileage and Travel	81,700	0	81,700
Other	550	0	550
Staff Incentives	0	0	
Total Personnel	0	0	
Non Personnel	379,451	0	379,45
Supplies		,	319,45
Materials	1,723	0	1 700
Books	500	0	1,723
	0	0	500
Teaching Aids	0	0	
Postage	0	0	
Telephone	1,900	0	4.000
Maintenance	0	0	1,900
Printing	300	0	
Equipment Rental	0	0	300
Equipment Purchase	0	0	0
Space Rental	3,500	0	0
Insurance	0	0	3,500
Utilities	0	0	0
Indirect Costs	13,441	13,441	0
Audit	0	0	0
Legal	0	0	0
Accounting	0		0
Profit	0	0	0
Other	122,274	0	0
		0	122,274
Total Non- Personnel	143,638	13,441	130,197

523,089



3/2/07



of Salary to \$ to Admin 10 Services \$ to Services   WorkForce   \$ from other   \$	\$47,045	\$44,644	\$41,397	\$31,428	\$31,428	\$4,800	\$4,556	\$4,224	\$4,808	\$2,993
Total % (Must total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
\$ to Other Sources of Funding***	\$7,800									
% of Salary from Other Sources of Funding**	30									
\$ from oth Work-orc Programs	\$2,600	80	80	\$15,714	\$13,367	08	\$0	80	\$1,497	\$1,497
% of Salary from Other WorkForce One Programs	2		20%	20%	20%				20%	20%
% of Salary to Services \$ to Services Budget Budget**	\$47,045	\$46,121	\$47,113	\$15,714	13,367	\$4,556	\$4,706	\$4,808	\$1,497	164,10
% of Salary to Services Budget	100%	100%	50%	50%	100%	100%	100%	100%	50%	
\$ to Admin Budget* \$2,600										
8 4								and the second s		
Salary \$26,000	\$44,644	\$41,397	\$31,428	\$26,733	\$4,800	\$4,556	\$4,224	\$4,808	\$2,993	
Staff member (If known) Jane Doe Gadigan, Amy	Harvey, Kimberly Miller, Connie	Washington, Leola	Fredericks, Jennifer	Reid, Timika	Cadigan, Amy	Miller, Connie	Washington, Kendra	Aguirre, Raina	Fredericks, Jennifer	
Joh ruig EX: Case Manager Facilitator Facilitator	Facilitator Facilitator	Facilitator Vocational Career Advisor	Vocational Career Advisor Clerk Spec III		Facilitator-20 days/July 08	Facilitator-20 days/July 08	Facilitator-20 days/July 08	VCA 20 days/July 08	Standys/Jilly 08	TOTAL

\$344,988 "Total must match the lotal salaries on Administration Burdget (Budget Sheet #1) "Total must match the lotal salaries on Serkers Budget (Budget Sheet #2) "Hectude att non Mockforce One Frieds

\$344,988

\$47,788

3/2/07



	\$ for front % from Other (Must total \$ 51,404 100 \$4,680 100% \$12,933 100% \$12,273 100% \$12,679 100% \$11,380 100% \$11,380 100% \$11,380 100% \$1,320 100%
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ns listed on Budget page 4. Ad formatically calculated when oth	Staff member (If known) Jane Doe Cadigan, Amy Harvey, Kimberly Miller, Connie Thompson, Kendra Washington, Leola Aguirre, Raina Fredericks, Jennifer Reid, Timika Cadigan, Amy Harvey, Kimberly Miller, Connie Thompson, Kendra Washington, Leola Aguirre, Raina Fredericks, Jennifer
Evier tings bonotis for all ossitions listed on Buriget page 4. Add more lines if necessary NOTE. Columns with 0 will be automateally calculated when other items are entered.	EX: Case Manager Facilitator Carrier Advisor Vocational Carrier Advisor Facilitator Facili

"Total must match the total fringes on Administration Budget (Budget Sheet #1) "Total must match the lotal fringes on Seriens Budget (Budget Sheet #2) "Thefude all non-Workforce (Dec Funds

\$94,837

\$13,137

\$81,700

# BUDGET Non-Personnel Costs

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

Cost Category*	Item	Quantity	ละลอ บบอก 06/07 am Unit Cost	enaments Total Cost**
EX: Equipment Purchase	staff desks	10	\$400	
Supplies			4400	\$4,000
Office supplies		1	\$1,723	64 700
Matarial			41,720	\$1,723
Materials				
Instructional		1	\$500	\$500
Books				4000
T				
Teaching Aids				
Telephone				
Cell Phones				
		5	\$380	\$1,900
Maintenance				
Printing				
Printing	Prochus			
Titting	Brochures	1	\$300	\$300
quipment Rental				
quipment Purchase				
- quipment i dichase				
pace Rental				
acility Rental	End of Year Student Function	1	\$3,500	\$3,500
ther				
lileage	0.485	1		
ther Purchased Services	Student Incentives	1	\$550	\$550
ransportation		1	\$3,954	\$3,954
tudent Salary		1	\$6,320	\$6,320 \$112,000
direct Cost	3.38%	4		
	3.3676	1	\$13,441	\$13,441
				\$144,188

Must match categories on budget pages 1-3
 Must match totals on Budget Summary, Budget Page 3



# **EXHIBIT B**

# WORK ACTIVITY PLAN

Program Name:	Project M-PACT Making Positive Achievements with Career Training PY 2007-2008	
Component	Date	<b>Expended Amount</b>
Staff hiring	July 1, 2007	378,900
Facilities Acquisition	N/A	N/A
Recruitment	July 2007	2,050
Service Delivery	July 2007	116,123
Completion of Program Objectives	June 2008	12,024

# EXHIBIT B

# WORK ACTIVITY PLAN

Program Name:	Project M-PACT Making Positive Achievements with Career Training PY 2008-2009	
Component	Date	Expended Amount
Staff hiring	July 1, 2007	378,900
Facilities Acquisition	N/A	N/A
Recruitment	July 2007	2,050
Service Delivery	July 2007	116,123
Completion of Program Objectives	June 2008	12,024

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

## JOB DESCRIPTION

POSITION TITLE:

Teacher on Special Assignment (TSA)

CONTRACT YEAR:

196, 216 or 241-day contract as determined by the administrator responsible for the time-limited special

assignment

PAY GRADE:

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
- 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 nondiscrimination 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

<u>Education</u> - Bachelors' degree or higher; Florida certification in any field of vocational education.

<u>Experience</u> - Minimum three (3) years successful classroom experience in vocational education

<u>Special Qualifications</u> – 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:

Vocational and Career Advisor

CONTRACT YEAR:

10 Months

PAY GRADE:

Special Salary Schedule

QUALIFICATIONS:

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

<u>Experience</u> - 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

<u>Education</u> - Bachelor of Arts or Bachelor of Science degree from an accredited college or university

<u>Experience</u> - 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.



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

- work cooperatively with teachers, guidance personnel, outside agencies, and business representatives to provide students, parents, and appropriate personnel with:
  - a. career and occupational information
  - information regarding local and national labor market trends
  - c. employability skills information
  - d. vocational assessment results
- refer students to the guidance director or counselor, who require additional professional assistance.
- 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.
- 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.
- coordinate career speakers and/or career day activities for schools.
- coordinate career shadowing program for interested students.
- 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.
- participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- 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

<u>Education</u> – 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. 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.

SBBC: MM-011 FL: 94

POSITION TITLE:

Clerk Specialist III (County)

CONTRACT YEAR:

11 or 12 Months

PAY GRADE:

14

QUALIFICATIONS:

<u>Education</u> - 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.

<u>Special Qualifications</u> - 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 -

Accuracy

40 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.

SBBC: MM-011

FL: 94

# PERFORMANCE RESPONSIBILITIES:

# The Clerk Specialist III (County) shall

- follow general instructions and operational procedures to perform advanced clerical work and assume detailed responsibilities.
- receive and read incoming mail; screen items which can be handled personally; forward to supervisor or subordinates together with necessary background material.
- compile and edit information for special reports concerning the operation of the School District.
- verify, check, and examine technical and complex surveys and other types of reports for accuracy and compliance with State and School Board standards.
- maintain control records on the incoming correspondence and action documents and follow up on work in process to ensure timely reply or action.
- 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.
- 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.
- perform independent clerical work of a technical nature requiring the exercise of independent and unreviewed judgment.
- 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.

SBBC: MM-011

FL: 94

- 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

<u>Education</u> - 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.

<u>Special Qualifications</u> – 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.

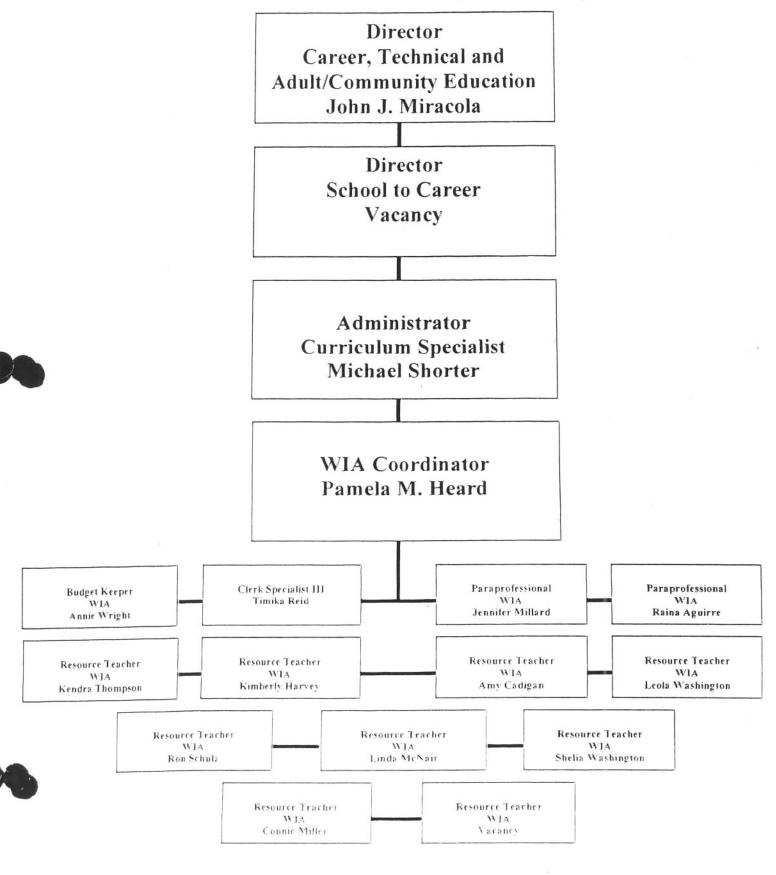
OR

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.

# The School Board of Broward County, Florida Workforce Investment Act (WIA) Programs



# Linda Perry McNair 3761 NW 25<sup>th</sup> Street Lauderdale Lakes, FL 33311 (954) 735-9095

## Objective

To obtain a position that is challenging and diversified.

## Summary of Qualifications

More than 20 years experience in the area of technical education. Experienced in assessing student performance, updating curriculum, and working effectively with community agencies. Experienced working with at-risk youth to achieve their greatest potential, through SCANS competencies, employability skills and motivational training, and counseling.

#### Education

Florida Atlantic University Enrolled in the Educational Leadership Program

Bachelor of Science, Business Education Benedict College, 1976 Columbia, South Carolina

## Work Experience

The School Board of Broward County, Florida Career, Technical and Adult/Community Education

#### 1999 to Present

Academy of Careers and Technology (ACT) Program Teacher on Task Assignment

Duties: Facilitate the Academy of Careers and Technology (ACT) program activities. These activities include, recruitment of program participants, career assessments, developing individualized training plans, conducting employability and SCANS skills workshops, home visits, follow up activities and case management.

#### 1996 to 1999

Carl Perkins Curriculum Developer

Duties: Coordinate and implement activities of the Tech Prep Functional Committee, assist in the recruitment of students enrolled in Tech Prep sequential programs, plan/develop and report the number of students who successfully complete a sequential program of study. Work collaboratively with the Tech Prep Coordinator at Broward Community College and budgetkeeper to ensure funds are being dispersed appropriately.

1992 to 1996

## Resource Specialist

Duties: Conduct follow up activities with JTPA/BETA Summer Training and Education Program (STEP) participants. Activities included monitoring student academic performance, conduct parent/student workshops, assist in the development of participants four-year high school plans, and coordinate career awareness workshops.

Resource Specialist

Coordinate/implement Project New Frontier a program funded through the Job Training Partnership Act (JTPA). Project New Frontier a program targeting women who were on public assistants and economically/educationally disadvantaged with a desire to become self-sufficient.

Duties: Recruit program participants, and assess participants performance and progress while enrolled in vocational skills training, implement a series of employability skills workshops and coordinate with business/industry to provide internships and/or employment for participants.

1990 to 1992

Instructor, Business Education - South Plantation High School. Duties included teaching six business subjects for a seventh period day.

1980 to 1990

Instructor, Business Education – Fort Lauderdale High School. Duties included teaching five business subjects for a sixth period day.

# The School Board of Palm Beach County, Florida

1979 to 1990

Instructor, Business Education – John I. Leonard High School. Duties included teaching five business subjects for a sixth period day.

# Richland County Public Schools Augusta, Georgia

1976 to 1978

Instructor, Business Education – John M. Tutt Junior High School.

Duties included teaching beginning typewriting to seventh and eighth grade students.

References

Available upon request



# RONALD ERWIN SCHULZ

# **1800 NW 27 AVENUE** HOLLYWOOD, FL 33020 (954) 290-5262

# SUMMARY OF QUALIFICATIONS

Experienced working with the hardest to serve students to achieve their highest potential through counseling, workshop presentations, employability and scans competencies, and motivational training.

## EDUCATION

Masters of Education-Administration and Supervision-K-12 Certification Florida International University-July 1978 Miami, Florida

Bachelor of Science-Business Education (Major) Psychology (Minor) Ball State University-June 1971 Muncie, Indiana

#### EXPERIENCE

7/1999 to Present Teacher on Task Assignment Facilitator Academy of Careers and Technology School Board of Broward County Florida 600 S. E. Third Avenue Ft. Lauderdale, Florida 33301.

> Duties: Facilitate activities for the Academy of Careers and Technology a federal grant program funded through Work Force One. Activities include recruitment of participants, assessment of their needs, creating individualized training plans, conducting employability and scans skills workshops, development of internships and jobs, job coaching, making home visits, follow up activities, and case management.



9/1997 to 7/1999

Teacher on Task Assignment
Facilitator Learn to Earn
School Board of Broward County Florida
600 S. E. Third Avenue
Ft. Lauderdale, Florida 33301

Duties: Facilitate activities for Learn To Earn a federal grant program funded through Work Force One. Activities included recruitment of participants, monitoring student attendance and report cards, making home visits, contacting teachers to develop strategies to improve student academic performance, conducting employability and scans skills workshops, and case management.

9/1988 to 9/1997

Teacher on Task Assignment Youth Program Coordinator School Board of Broward County Florida 600 S. E. Third Avenue Ft. Lauderdale, Florida 33301

Duties: Planning and coordinating work activities to help minority students develop employability skills in seeking and maintaining employment. Coordinated School Board and BETA Summer Youth activities for over 500 students.

9/1981 to Present Wrestling Coach

Nova High School 3500 College Avenue Ft. Lauderdale, Florida 33314

Duties: Coaching, promoting, scheduling, fundraising, event director, and county spokesperson for sport.

Honors: Inducted into the National Wrestling Coaches Hall of Fame for Lifetime of Service, 2X Coach of the Year, and 367 career victories.

# REFERENCES



7011 SW 40th Court Fort Lauderdale, FL 33314

Phone 954-474-1570 954-494-9368-Cell E-mail: tiatiana€aol.com

# Ms. Shel ia Cobb Washington

Objective

To obtain a position as a Business Education Teacher, Behavioral Specialist, or Career and Technical Education Instructor/Advisor, while establishing support and maintaining an interactive, innovative, safe learning environment that assures high expectation, success, self-love and the celebration of diversity.

Education

08/2001-08/2003

University of South FL

Tampa, FL

Master of Arts

Career and Technology Education

01/2004-05/2004

University of South FL

Graduate Certificate

Instructional Technology: Distance Learning

Tampa FL

08/1979-08/1984

Florida A & M University

Tallahassee, FL

Bachelor of Science

Business Education/Office Administration

08/1977-07/1979

Tallahassee Community College

Tallahassee, FL

Associate of Arts

Office Administration

Professional Experience

07/2004-Present CTACE (Broward County School Board) Fort Lauderdale, FL

#### ACT

#### Academy of Careers and Technology Teacher on Special Assignment

Responsibilities: Training students on Employability, Etiquette Skills and Counseling. How to write Resumes, Interview, Dress for Success, proper dinning skills, speaking properly and assisting with students job placements before and after graduation from area Technical Centers.

Responsibilities: As a teacher on Special Assignment recruit students for the Diploma Now program who have received a certificate of completion in achieving the necessary skills needed (one-on-one) to help them pass the portion(s) of the FCAT exam to obtain their high school diploma. These students are provided tutoring and assistance in mastering the skills necessary to pass this exam.

09/1999-10/2003 South Broward High School Hollywood, FL

#### Career and Technology Education Instructor

Responsibilities: Assisting students in becoming productive young adults in the world of technology by teaching Keyboarding and Documentation Skills, Office 2000, Excel, Access, Desktop Publishing, Web Design, PowerPoint, Computer Applications, Intro to Computer and Business System Technology.

## Diversified Career Technology Coordinator

Responsibilities: Supervise on the Job-training of students during their on the job employment. Interacting with the business communities on behalf of the students with employment. Assisted students in developing competencies in health, safety, and environmental issues; professional, legal and ethical issues; finances; leadership; communication, labor and human resources; economics, entrepreneurship, career planning, technology, management, technical and production skills.

09/1998-08/2000 Hallandale Adult Community School Hollywood, FL

#### Business/Vocational Teacher (Part-time)

<u>Responsibilities:</u> Assisted students in computer and classroom instructions. Assisted students in Excel, Computer Applications, and Introduction to Computers, PowerPoint, Database and Microsoft Word.

10/1996-07/1999 P.A.C.E. Center for Girls, Broward Oakland Park, FL

#### Business Teacher/Advisor & Leadership Teacher

<u>Responsibilities</u>: Provide computer and classroom instruction for the enhancement of academic and test taking skills. Assisted students with the knowledge to prepare them for school to work by constructing resumes, cover letters, interviewing techniques, preparing the different types of business letters and keyboarding skills.

<u>Leadership Responsibilities</u>: To empower students in becoming responsible young adults. Building self-esteem and self-awareness. Provide remedial and individual instruction to students based on needs. Develop and implement individualized curriculums and fostering the motivation to learn and deal with their behavioral issues in a positive manner.

11/1992-10/1996 HRS (Children and Family) Plantation, FL

#### Public Assistant Specialist (Caseworker)

<u>Responsibilities</u>: Assisted needy individuals in meeting their basic needs and attaining the greatest possible degree of self-sufficiency. Determined who are eligible for benefits on the benefits level. Provided appropriate referrals for inner-departmental and other community agencies.

Volunteer Experience "4" Kids S.A.K.E., Broward County Food Bank, March of Dimes, United Way-SOAR (Substance Abuse Counsel), Washington Mutual Student Training Program

Professional Memberships ACTE (Association for Career and Technical Education), BPA (Business Professionals of America), FACTE (Florida Association Career and Technical Education), FBTEA (Florida Business Technology Education Association), Florida A & M University Alumni, NBEA (National Business Education Association), NEA (National Education Association), University of South FL Alumni, Zeta Phi Beta Sorority

Professional Teachers Certificate

Certification

Master Certification in Instructional Technology: Distance Learning

CPT Winston E. Scott, Retired Astronaut (Jacobs Engineering Houston TX) 281-461-2300

References

Mrs. Mamie Gooden-Lee (former Business Department Head. SBHS) 954-925-1686

Mrs. Joyce Ferguson. Principal (Hollywood Hills High School) 954-985-5230



## 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 Clerk Specialist III

03/2006 - Present

- 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 Receptionist/Administrative Assistant - Administration Department

09/2001 - 12/2005

- · 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
- Basic knowledge and use of Adobe Acrobat Reader, PhotoShop and other desktop publishing software.
- Type 50 WPM.

#### RAINA AGUIRRE

12272 NW 30 Manor Sunrise, FL 33323 (954) 741-3682 RLA89@yahool.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

Jennifer J. Millard 4779 Northwest 5<sup>th</sup> Court Coconut Creek, Florida 33063 Home (954) 968-7539 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

# 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.



# Instructor/Adult Program Part-time Baltimore City Public School System

1996-Present

1988-1993

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

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 <u>John Miracola</u>, 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

# 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 <u>Federal Register</u> (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 Nan	20

James F. Notter, Interim Superintendent of Schools

Name and Title of Authorized Representative

Signature

Date

ITN 2006 2007 Youth Fage 86

#### DISCLOSURE OF LOBBYING FORM

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
a. contract	a. bld/offer/application	a. initial filing
b. grant	b. initial award	b. material change
c. cooperative agreement	c. post-award	For Material Change Only
d. loan	PATEO ▼ X0.000000000000 FC.07 VEC	year quarter
e. loan guarantee		date of last report
f. loan insurance		
	BROWARD COUNTY, FLO NG ACTIVITIES	PRIDA DOES NOT PARTICIPATE IN
4. Name and Address of Reporting En	tity: Prime 5.	If Reporting Entity in No. 4 is Subawardee, Enter Name
and Subawardee Tier if known	c.	Address of Prime:
*-		
	0.	and plated if known
Congressional District, if know	m: CC	ongressional District, if known:
6. Federal Department/ Agency:	7. Federal	Program Name/Description:
	CF	FDA Number, if applicable:
8. Federal Action Number, if known:	9.	Award Amount, if known:
10. a. Name and Address of Lobbying (If Individual, last name, first na	ime, MI)	Individuals Performing Services (including address if different from No. 10a.) me, first name, MI)
(Attach Continuation Sheet(s) SF-LLL-A	A, if necessary) (Attach C	continuation Sheet(s) SF-LLL-A, if necessary)
11. Amount of Payment (check all that		. Types of Payment (check all that apply);
actual planned	e. reta	iner
12. Form of Payment (check all that ap		-time lee
12. Form of Payment (check all that ap	ply).	rmission
a cach		dingent fee
e. cash		
h in kind enecitive nature		e deferred
b. In-kind, specify: nature		e, deferred or, specify:

ITN 2006 2007 Youth Page 94

14	<ul> <li>Brief Description of Services Performed or to be Member(s) contacted, for Payment Indicated in it</li> </ul>	Performed a em 11.	and Date(s) of Service, Including officer(s), employee(s), or	
7	(Attach Continuation Shee	t(s) SF-LLL	A, if necessary)	2.1
15	Continuation Sheet(s) SF-LLL-A attached:	YES	NO	
Th	presentation of fact upon which reliance was p is disclosure is required pursuant to U.S.C. 13	blaced by t 52. This in who falls	tie 31 U.S.C. This disclosure of lobbying activities is a rather tier above when this transaction was made or enter information will be reported to the Congress semi-annual to file the required disclosure shall be subject to a civil such failure.	d into

Signature Will William F. Notter
Print Negre: Jeffnes F. Notter
Title: Injerim Superintendent of Schools
Telephone Number: 754-321-2600 Date: March 1, 2007

Approved by OMB 0348-0046 Approved by OMB 0348-0046

ITN 2006 2007 Youth Page 95

Authorized for Local Reproduction Standard Form LLL-A Authorized for Local Reproduction Standard Form LLL-A

#### 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.
  - Any available drug counseling, rehabilitation and employees assistance programs.
  - 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:
  - Abide by the terms of the statement.
  - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five (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.

ITN 2006 2007 Youth Page 89

- 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.
  - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 as amended.
  - Requiring such employee to participate satisfactorily in 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 of Title of Authorized Representative Name of contractor

Signatur

Date

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# **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		
named organization and authorizes ():	complete this form and submit the form to		
2-1	Wilde		
Signature Thur To	Mercan		

### For Completion By Organization Providing the Reference

Name of Person Completing this Form	CINDA MIHIL
Title	CENTER DIFECTION
Signature	100000000000000000000000000000000000000

### Please check all services provided by the Proposer Organization for your entity:

A	Eligibility determination				
×	Assessment				
x	Development of Individual Service Strategy				
1	Case management and counseling				
X	Data entry				
7	On the Job Training				
×	Work Experience				
×	Citizenship Training				
<i>Y</i>	Occupational Skills Training				
7	WIA Ten Elements - Please Specify				
1	Basic Skill Remediation / GED Preparation (Please Circle)				
1	Job Placement				
ŗ'.	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.

x	Older Youth (Ages 19 –21)		
7	Younger Youth (Ages 14 – 18)		
X	In School Youth		
y	Out of School Youth		
X	Teen Parents		
×	Youth at Risk of Needing Welfare Services in the Future		
7-	Youth Receiving Welfare Services		
×	Youth Transitioning to Independent Living		
Α.	Ex Offenders		
~	Disabled Youth		
	Other: Please Describe		

During what period of time was this work performed? Check all which apply.

2004
2005
006

### Service and Cost Levels

Total Number of Youth Served	Cost Per Participant	\$
		1

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.

1	2	2			
Delivering	the Services As Provided	Under their Agreer	ment 4		
1	2	3	4		Æ
Proposer N	Met All Performance Obje	ctives	-		
1	2	3	4		-
Communica	ation with Board staff		7		
1	2	3	4	NH	-
Communica	ation with Regional Board		-	1	5
	2	3		KI	
imeliness (	meeting deadlines and a	dherence to contrac	ct schedule)		5
	2	3	4		
			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	
	Hiring and retaining competent star	ff	4	(5)
	1 2	3		. (
	Supervising and motivating staff		4	(5)
	1 2	3	, i	n A
	Assessment, case management, case propriate services to youth	areer plan develop	ment, and referral / pr	ovision of
	appropriate services to youth			
-	1 2	3	4	j Α <b>5</b>
1	Management of the youth files, and including data entry	case notes both ha	rd copy and system	сору
	1 2			MA
E	stablishing and maintaining effective	3 e working relations	thins with community	5
F	partners	and the second second	with community	
1	2	3	4	
a	Continuous quality improvement incli ction plans	uding developing a	nd implementing corr	rective
A	2 dministrative and financial manager	3	4	5
1	a c	nent		
P	roviding excellent service	3	4 1019	5
1	2			
c	onforming to contract requirements a	3	4	(5)
1	2	and to standards o	good business prac	tices
-	precasting and controlling costs	3	4	(.5)
1	2	*		: 114
)e	emonstrating business-like concern f	Or the interest of the	4	5
		or the interest of the	le youth and the Boa	ird
Vi	2 Ilingness to cooperate with, and assi cumstances	3	4	5
iro	cumstances	et, the board wher	confronted with una	anticipated
	2	3	_2	-
OV	w would you rate your overall experie	ences with this pro	poser?	5
	2	3		
		S	4	5

### Please respond to the following:

To the best of your knowledge:	Yes	No
Has proposer failed to complete any contract?		1
Has any contract between Proposer and your organization been terminated due to alleged poor performance or default?		4.
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?		Χ'
Has the proposer or any key staff been convicted of any criminal conduct or been found in violation of any federal, state or local statue, regulation, or court order?		V
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?		y'
Has any final audit of a contract operated by the respondent included questioned costs that have been or are subject to repayment?		+
Would you say this respondent (and its key staff) has conducted itself with a high degree of integrity?	4	j
Would you contract with the proposer organization again?	X	

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
named organization and authorizes ()	at they are authorized to represent the above ne Stop Center-Central
to provide the requested information, of WorkForce One at the fax number provided the factorial to the control of the control	complete this form and submit the form to vided above.
Signature	
Date	

### For Completion By Organization Providing the Reference

Name of Per	son Completing this Form	
Title		Cente Mans Artes
Signature	Mustin	
		And the second s

### Please check all services provided by the Proposer Organization for your entity:

Eligibility determination
Assessment
Development of Individual Service Strategy
Case management and counseling
Data entry
On the Job Training
Work Experience
Citizenship Training
Occupational Skills Training
WIA Ten Elements - Please Specify
Basic Skill Remediation / GED Preparation (Please Circle)
Job Placement
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.

-	Older Youth (Ages 19 –21)
	Younger Youth (Ages 14 – 18)
	In School Youth
×	Out of School Youth
do	Teen Parents
and a	Youth at Risk of Needing Welfare Services in the Future
	Youth Receiving Welfare Services
	Youth Transitioning to Independent Living
	Ex Offenders
	Disabled Youth
	Other: Please Describe

### During what period of time was this work performed? Check all which apply.

1	Program Year 2003 - 2004	
K	Program Year 2004 – 2005	
	Program Year 2005 - 2006	

### Service and Cost Levels

Total Number of Value		
Total Number of Youth Served	Cost Per Participant	\$
		Ψ

### 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	OCI VICCO			
1	2	3	4	
Delivering	the Services As Provide	ed Under their Agreer	ment 4	
1	2	3	4	7-
Proposer N	Met All Performance Obj	ectives		5
1	2		et la	
Communic	ation with Board staff	3	4	5
	oner mar board stall		and the same of th	
	2	3	4	
Communica	ation with Regional Boar	d	4	5
	•			
imelinoss (	mosting does!	3	4	5
memiess (	meeting deadlines and	adherence to contrac	t schedule)	3
	2	3	4	-

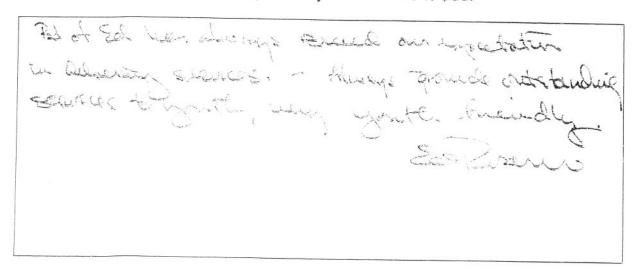
Please rate the following specific factors relative to this agency's effectiveness, on a scale of 1 to 5, with 5 being the highest/best (continued):

Day-to-da	ay responsiveness			
1	2	3	4	G
Hiring and	d retaining competent sta	aff		(5)
1	2	3	4	
Supervisir	ng and motivating staff			5
1	2	3		-
Assessm	ent, case management,	career plan developn	nent, and referral / provisi	on of
арргорпас	e services to youth			
1	2	3	4	5
including of	ent of the youth files, and lata entry	case notes both har	rd copy and system copy	
4	,			
Establishin	g and maintaining effect	3	4	5
partners	g and maintaining check	ive working relations	nips with community	
1	2	3		
Continuous	quality improvement inc	luding developing ar	nd implementing corrective	(5
action plans	S		-	
1	2	3	4	5
Administrat	ive and financial manage	ement	had the	
1 4	2	3	4	5
Providing ex	xcellent service			
1 Conforming	2	3	4	5
Conforming	to contract requirements	and to standards of	good business practices	5
1	2	3	4	5
rorecasting	and controlling costs		Acres 1	
1 6/1	2	3	4	5
Demonstratir	ng business-like concern	for the interest of th	e youth and the Board	
1	2	3	4	5
Villingness to ircumstance	o cooperate with, and as:	sist, the Board wher	confronted with unantic	ipated
low would yo	2	3	4	5
.c. would ye	ou rate your overall exper	riences with this pro	poser?	
	2	3	4	5

### Please respond to the following:

To the best of your knowledge:	Yes	No
Has proposer failed to complete any contract?		Y
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?		K
Has the proposer or any key staff been convicted of any criminal conduct or been found in violation of any federal, state or local statue, 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?		K
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?	K	
Would you contract with the proposer organization again?	X	

Provide any general comments you feel you would like to add:



WorkForce One thanks you for taking the time to complete this reference form.

# REFERENCES 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

. 



### Sheridan Technical Center

5400 Sheridan Street, Hollywood, FL 33021

754-321-5400 Fax: 754-321-5680 www.SheridanTechnical.com

February 12, 2007

John Miracola Director, Career Adult and Technical Education The School Board of Broward County 600 Southeast Third Avenue, 11<sup>th</sup> Floor Fort Lauderdale, Florida 33301

Dear Mr. Miracola:

I would like to express my enthusiasm concerning the Academy of Careers and Technology (ACT) Program. This program serves a select group of students at Sheridan Technical Center. This program is designed to meet the needs of the participants and so far it has exceeded my expectations.

I would like to commend Ron Schulz, facilitator for his dedication and commitment to the ACT Program and to the students. He has exerted himself to the fullest extent and stresses to all that education is paramount.

I am privileged to have this out of school youth program at Sheridan Technical Center and look forward to a continued partnership. I salute your commitment to excellence!

Sincerely.

D. Robert Boegli, Director Sheridan Technical Center



### THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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JAMES F. NOTTER
Interim Superintendent of Schools

February 20, 2007

Mr. Mark Thomas, Director McFatter Technical Center 6500 Nova Drive Davie, FL 33317

Dear Mr. Miracola:

I would like to express my enthusiasm concerning the Academy of Careers and Technology (ACT) Program. This program serves a select group of students at McFatter Technical Center. This program is designed to meet the needs of the participants and so far it has exceeded my expectations.

I would like to commend Mrs. Shelia C. Washington, facilitator for her dedication and commitment to the ACT Program and to the students. She has exerted herself to the fullest extent and stresses to all that education is paramount.

I am privileged to have this out of school youth program at McFatter Technical Center and look forward to a continued partnership. I salute your commitment to excellence!

Sincerely,

Mark Thomas, Director McFatter Technical Center



### THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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JAMES F. NOTTER Interim Superintendent of Schools

February 23, 2007

Mr. John J. Miracola, Director Career, Technical and Adult/Community Education The School Board of Broward County 600 Southeast 3rd Avenue - 11th Floor Ft. Lauderdale, FL 33301

Dear John.

I would like to express my enthusiasm concerning the Academy of Careers and Technology (ACT) Program. This very successful program serves a select group of students at Atlantic Technical Center and is designed to meet the diverse needs of participants.

I would like to commend Linda P. McNair, facilitator of this program, for her dedication and commitment to the students. She has exerted herself to the fullest extent and stresses to all that education is paramount.

We feel privileged to have this out of school youth program at Atlantic Technical Center and look forward to a continued partnership. Thank you for your continued support of this program.

Sincerely,

Robert B. Crawford, Director Atlantic Technical Center

# Red Pen Press

P.O. Box 1196 Dania Beach, FL 33004-1196 (954) 583-7156 (954) 583-9667 fax www.redpenpress.com

May 29, 2006

Mrs. Shelia Washington
Career, Technical and Adult/
Community Education
The School Board of Broward
County, FL
600 SE Third Avenue
Fort Lauderdale, FL 33301

Dear Mrs. Washington:

Thanks so much for the opportunity to serve as the Guest Speaker for "An End of the Year Celebration of Success." As an author and motivational speaker, I frequently have the privilege of meeting many people. I must say, that there was something extremely special about your group.

I thoroughly enjoyed meeting each of the participants, their parents, sponsors, as well as the staff. This is a wonderful program. I salute you and the entire team for your efforts in assisting these young men and women.

If I may be of assistance in the future, please do not hesitate to call upon me. I wish you continued success in your endeavors.

Sincerely,

Lisa Rogers-Cherry

Author & Motivational Speaker Lifting the Burdens of Debt



201 East Sample Road, Pompano Beach, FL 33064 · (954) 786-6400

February 23, 2007

Mrs. Linda P. McNair
Career Technical, Adult/Community
Education Department
600 SE Third Avenue, 11th Floor
Fort Lauderdale, FL 33301

Dear Mrs. McNair:

Zara Buck is employed with the North Broward Hospital District as a Health Unit Secretary. She is assigned to the 8<sup>th</sup> Floor, Med. Surg.

Zara is hardworking, polite, dedicated and an all around team player. We often give out "shining stars" to our employees wh go above and beyond what is requested of them. Zara ha collected quit a few of these stars. She is eager to learn something new daily.

The Academy of Careers and Technology Program sponsored by the School Board of Broward County, Florida, assisted Zara in reaching one of her goals, to obtain employment in the medical field. Zara is also enrolled at Broward Community College, encouragement given to her by the ACT program facilitators. Zara was also involved in several community services projects which she is very proud of. We, at the Hospital District, believe in giving the Broward County Community as your program does.

We sincerely hope that this program continues for years to come assisting our youth.

Sincerely.

Marcia Davis, RN, MSN, ARNP

The Aboth Formuland Lacouri Fu-

Assistant Nurse Manager

### BROWARD REHAB CENTER, INC. 2659 West Oakland Park Boulevard Ft. Lauderdale, FL 33311 (954) 733-9000 FAX (954) 733-4366

February 23, 2007

Mrs. Linda P. McNair Career Technical, Adult/Community Education Department 600 SE Third Avenue, 11<sup>th</sup> Floor Fort Lauderdale, Fl 33301

Dear Mrs. McNair.

I would like to take this opportunity to express how the ACT program has impacted our Rehab Center. Your student Adam Simmons has been an asset to our Center. Since his arrival, Adam accepts new tasks without hesitation. He has a positive attitude towards staff and patients.

Additionally, we have encouraged Adam to continue his educational goals. The technical skills that he has acquired and developed will serve as a guide for future employment. He has also acquired an understanding of customer service and its place in the Rehabilitation setting.

I encourage your office to continue the ACT program to the Broward County Community and to employers such as myself.

Sincerely.

Cara Federici Administrator BellSouth Telecommunications 8601 W Sunrise Blvd. Plantation Fl, 33322

February 22, 2007

Mr. John J. Miracola, Director Career, Technical and Adult/Community Education The School Board of Broward County 600 Southeast Third Avenue, 11<sup>th</sup> Floor Fort Lauderdale, Florida 33301

Dear Mr. Miracola:

It is now over three years that we have been in partnership with the Academy of Careers and Technology (ACT) Program mentored by your Resource Teachers. This continues to be a very rewarding and beneficial experience for us as I know it has been for many of the youth involved.

I look forward to continuing my participation in this program. I believe these programs provide students with the opportunity to gain valuable skills necessary to succeed in the workplace.

I am confident in knowing your office will continue to extend these programs to the Broward County Community.

Sincerely.

Ben Wynn

Specialist, FAP O.S.P.E.

# INSTRUCTIONAL MATERIALS





Empirical Research And Underlying Research Framework For Success Highways





University of Colorado at Denver and Health Sciences Center

### Research and Evaluation Methodology School of Education and Human Development

Campus Box 106, P.O. Box 173364 Denver, Colorado 80217-3364 Phone: 303-556-4858 Fax: 303-556-4479

I have reviewed the three principal studies that have been carried out to evaluate the impact of Success Highways on important school outcomes. The studies are limited by the fact that they were carried out only in one city (Milwaukee), where the program was first developed, but they are strong in their methodology. They provide persuasive evidence that participation in the program led to significant improvements in grades, attendance, and test scores for participating students, and that improvements were demonstrated by both African American and Latino students.

It is not an easy matter to show that a program is effective. First, one must show that students who participate improve in respect to important outcomes. But improvement alone is not enough, because students can improve for a host of reasons, which may have nothing to do with the program. The classic way to control for these competing explanations for improvement is to randomly assign students to participate in the program, and compare their outcomes to the outcomes of a control group. But this is rarely possible to do.

Without random assignment, the challenge to demonstrating the link between program participation and improved outcomes, referred to as the internal validity of a study, involves showing that improved outcomes are not due to such things as school-wide staff development, district curriculum reform, an influx of high SES students into the school, changes in school personnel, or the targeting of the program at either the students who are lowest already and have nowhere to go but up, or a select group of students who are highly motivated and primed to benefit from the program from the outset. The research conducted on *Success Highways* showed that the program was targeted at a broad range of students, students did experience improvements in attendance, grades, and test scores, and the more units students participated in, the higher their outcomes.

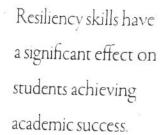
One reason that students participating in more units might have higher outcomes is that the students participating in fewer units might be simply less capable or less motivated, and therefore stopped coming. This would create a false correlation between participation and high outcomes. But the researchers examined this possibility, showing that the grades and attendance of students who participated in all units were no higher at the beginning than the grades and attendance of those who participated less. They further controlled statistically for initial differences in students. The researchers also attended to other changes occurring in the schools implementing *Success Highways*, and were able to eliminate other school reform initiatives or demographic shifts as competing explanations for program effects. I conclude that the research builds a convincing case that the program itself brought about important improvements in outcomes for participating students.

Dr. Alan Davis

Associate Professor of Research and Evaluation Methodology University of Colorado at Denver and Health Sciences Center

Campuses: Downtown Denver • Fitzsimons at Aurora • Ninth and Colorado





### Success Highways Methodology

The methodology underlying Success Highways was developed over a 15-year period from doctoral and on-site piloting work done by Dr. V. Scott Solberg at the University of Wisconsin at Milwaukee from 1998–2006. This research continues today and will continue into the foreseeable future as the program is implemented nationwide.

The initial methodology was formed through the integration of numerous theoretical perspectives from experts in the field of human development and change, including Ann Masten, Paul Baltes, Alberg Bandura, Sheldon Cohen, Stevan Hobfoll, Edward Deci, and Richard Ryan. From this body of work, several resiliency skills were identified as having a significant effect on a student achieving academic success in high school. These resiliency skills were identified as:

- Building confidence
- Making connections
- Setting goals
- \* Managing stress
- Increasing well-being, and
- Understanding motivation

## Resiliency Skills Assessment Instrument and Research Studies

V. Scott Solberg created a resiliency skills assessment instrument consisting of 108 questions covering all six resiliency skills (Solberg, Gusavac et al., 1998; Solberg, Hale, et al., 1993; Solberg, O'Brien et al., 1993) that was revalidated for use with urban precollege populations (Close, 2000).

Beginning in 1998, a curriculum was developed and implemented in South Division and North Division high schools in the Milwaukee Public School District. During this time, it is estimated that over 2,500 students were exposed to the curriculum. The curriculum was designed to help students strengthen these resiliency skills during their transition into high school. During the seven years of piloting, three evaluation studies were conducted in relation to students attending South Division High School.

- The first study was conducted from 1998-2000 to answer the question of whether
  initial exposure to the Success Highways methodology contributed to increased
  academic achievement one and two years after being exposed to the curriculum.
- 2) The second study evaluated whether students exposed to the curriculum during the 2000 fall semester demonstrated improved attendance and academic performance.
- 3) The third study was conducted in the 2004 fall semester in order to replicate the second study with a set of new, unduplicated students. In addition, this study evaluated whether the effects were different for students from different racial and ethnic groups.





### Outcomes

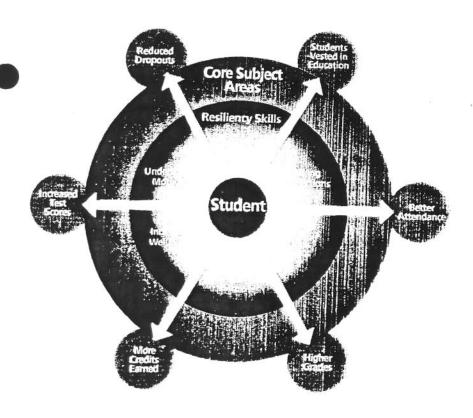
These studies clearly demonstrated that students who were exposed to the Success Highways program achieved higher academic success. Study 2 for example found that students exposed to the curriculum at South Division High School showed a:

- 137% improvement in attendance
- 52% improvement in grades
- 33% increase in classes passed
- 64% rise in retention rates

In sum, students exposed to the resiliency building curriculum became more invested in their education as indicated by demonstrating:

- Better attendance
- Higher grades
- More credits earned
- Increased test scores, and
- Reduced dropouts.

Students exposed to Success Highways achieved higher academic success.



The research behind Success Highways demonstrates that this program can have a significant positive effect on increasing academic performance in urban schools.



### STUDY 1

The program contributed to students achieving higher grades for the semester during which they received curriculum intervention. Students receiving three or more interventions also had improved grades one and two years following the initial intervention. This study shows the impact and staying power of the initial intervention for students receiving three or more exposures to the curriculum. The program was shown to have a long-term effect on academic success. The results indicate exposure to the Success Highways curriculum during a student's transition into high school has a profound effect on their academic performance even two years

Participants: 661 10th, 11th and 12th grade students

Time period: 1998, 1999, and 2000 fall semesters

Objective: Determine if the level of exposure to the Success Highways curriculum

contributed to academic improvement one and two years following the initial

intervention.

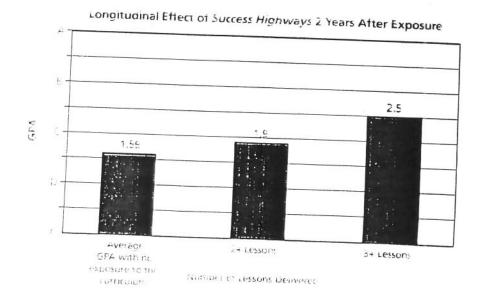
Methodology: This research was a longitudinal study—an analysis carried out over a

designated period of time. Repeated measures analysis of variance was used to evaluate whether students exposed to different levels of curriculum demonstrated improved grades one and two years following exposure.

#### Results

Students who were exposed to two lessons of Success Highways had a higher grade point average (1.9) after two years than the average student. Students who were exposed to three or more lessons achieved an even higher grade point average (2.5) after two years. This concludes that the lessons learned from Success Highways continue to positively affect academic achievement even two years after the exposure.

Success Highways has a long term effect on student achievement.



### STUDY 2

Exposure to Success Highways curriculum contributed to improvement in all of the end-ofsemester indicators measured. Of particular note is the degree of improvement regarding credits earned. A significant body of literature indicates that credit completion levels in the first two years of high school are strongly associated with attaining a high school diploma.

Participants:

131 9th grade students

Time period: 2000 fall semester

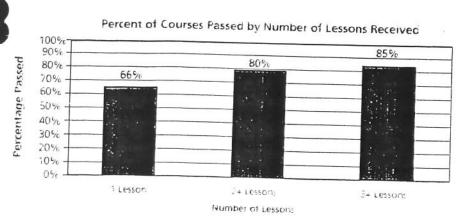
Objective:

Determine if exposure to the curriculum improves academic performance and

Methodology: Students received various degrees of exposure to the Success Highways curriculum and a one-way multivariate analysis of co-variance was performed using the levels of possible curriculum exposure as the independent variable. The dependent measures included end-of-semester grades, credits earned, and attendance. The co-variates included first mark period grades and attendance.

### Relationship Between Program Exposure And Improved **Academic Outcomes**

The more students were exposed to the Success Highways curriculum, the more courses they passed.



Success Highways increases student grade point averages as much as 50%.

The more students were exposed to the Success Highways curriculum, the higher their grade point average. Students who were exposed to four or more lessons achieved a 2.2 GPA as compared with the school average of 1.6—this represents a 50 percent improvement in GPA.

Fall Semester Grades 2.0

Number of Dessore

### STUDY 3

This study indicates that the results from Study 2 can be replicated and the initial findings are confirmed and reinforced; the academic improvement shown in Study 2 was not an anomaly. End of semester grades increased significantly as a function of exposure to Success Highways curriculum for both Latino and African-American youths.

Participants:

861 9th grade students

Time period:

2004 fall semester

Objective:

Replicate Study 1 using new and unduplicated participants and break out

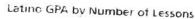
data separately for different racial and ethnic cohorts.

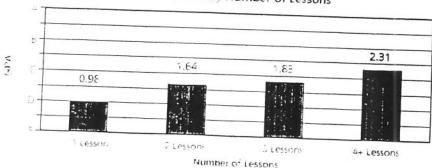
Methodology: Students received various degrees of exposure to the Success Highways curriculum, and a one-way analysis of variance was performed using the levels of possible curriculum exposure as the independent variable. The dependent measure was end of semester grades.

End of semester grades increased as a function of exposure to Success Highways curriculum and replicated the results of Study 1. This increase in GPA represents a 40 percent improvement rate for students receiving more than four lessons and an 11 percent increase for students receiving three lessons.

### Grade improvement for Latino and African-American Students

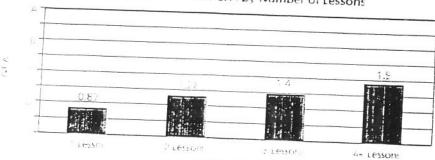
221 Latino students were exposed to Success Highways in the fall of 2005. Compared to the school's average GPA of 1.59, the increase in GPA represents a 45 percent improvement rate for students receiving four or more Success Highways lessons and a 15 percent increase for students receiving three lessons.





82 African-American students were exposed to Success Highways in the fall of 2005. Compared to the school's average GPA of 1.59, students receiving four or more lessons achieved a 19% increase in their grade point average.

African-American GPA by Number of Lessons



NUMBER OF LESSON

Success Highways

is effective with

ethnic minorities.

### Research Framework

Success Highways was derived from research and theory regarding human development and change. The lessons were developed based on a curriculum that was piloted for more than eight years in urban high schools serving predominantly lower-income youth. These youth were at risk, having entered high school averaging fourth and fifth grade reading and math levels, with more than 70 percent of the students meeting federal guidelines for free and reduced-price lunch. The pilot curriculum is credited with improving retention rates, grades, and credits earned by students in historically low-performing schools.

For multiple evaluation documents about Success Highways pilot programs, please visit www.ScholarCentric.com.

### Research Supporting Success Highways

ScholarCentric believes that to improve schools, we must focus on establishing relevance, relationships, and rigor, and we must promote resiliency skills in individual classrooms and whole learning communities.

"Relevance" involves connecting the importance of what students are learning to the world of work and to achieving one's life aspirations.

"Relationships" refers to establishing supportive connections between teachers and students and among peers.

"Rigor" refers to providing challenging curriculum that incorporates the highest expectations for youth. Low expectations are the worst form of oppression; by not believing in youths potential to learn, we restrict their development and contribute to their academic failure.

"Resiliency" refers to the range of skills and cognitive templates that students must possess to effectively navigate school and life challenges (Masten, 2001; Masten, Best. & Garmezy, 1990). Although many risk factors lie outside a school's scope of influence, schools can help youth develop the resiliency, or developmental assets, they need to ensure that these risk factors do not result in school failure. Success Highways focuses on helping students build these resiliency skills.

### Resiliency Skills

As the construct "resilience" is translated from the scientific literature to popular culture, there is always the possibility of misrepresenting the scientific developments in a given field. Success Highways was developed in schools where youth were living in communities characterized by low income and high violence exposure. The "resiliency skills" incorporated into Success Highways were identified because they have been found to promote academic success. Helping all youth develop these skills will help them become resilient if and when they encounter challenging life events. For the many youth of color and youth living in low-income urban settings, these resiliency skills will continue to offer strategies for helping them to successfully navigate through their current academic and life challenges.

### Goal-Setting

Much has been written about the importance of goals. Most recently, Paul Baltes and his colleagues conducted longitudinal research on this topic and found that healthier life outcomes were related to individuals who engaged in three goal-setting strategies. These strategies form the title of the researchers' SOC (selection, optimization, compensation) model. Individuals who had higher SOC ratings selected a few goals, optimized their opportunities to achieve those goals, and compensated by switching or modifying goals when faced with adversity. Individuals using these SOC strategies had better health and well-being at later phases of life (Baltes, 1997; Lerner, Freund, & De Stefanis, 2001). Success Highways helps students begin to select a future life course and break down long-term goals into specific short-term activities that students are able to respond to. In this way, Success Highways identifies goalsetting as a resiliency characteristic. The program recognizes that realizing one's aspirations occurs when one is able to create a plan for achieving one's goals and understands the importance of education in establishing the foundations for life success.

### Confidence

In the science world, academic confidence–referred to as "self-efficacy"—is defined as the degree to which a student feels capable of successfully performing school-related tasks. Albert Bandura and his colleagues found that individuals who possess higher academic self-efficacy beliefs are more likely to persist when challenged with difficult academic material, perform better during tests, and perceive negative performance evaluations as challenges to overcome rather than threats to avoid.

In part, Dr. Bandura created this construct of self-efficacy after studying how people were able to overcome a fear of snakes. What he found was that the more a person felt able to manage a situation, the longer they could stay in a room with a snake and the closer they could move toward the snake. Using the same concept, students who gain academic confidence are more likely to try difficult material and continue trying until they get it right (Bandura, 1997). Success Highways offers students both understanding about how increased confidence contributes to achieving success and specific methods for developing more confidence.

#### Connections

A tremendous amount of research links the quality of social support systems to development and health. Most notably, research has indicated that perceived availability of social support consistently provides health benefits during times of stress. One theory argues that during times of high stress, social support acts as a buffer to protect one from becoming ill. Another theory argues that social support enhances one's overall health regardless of stress level. Although theories may differ as to why social support works, it is a fact that having quality social support is beneficial (Cohen & Wills, 1985). In Success Highways, there is an ongoing focus on the significance of support systems and on strategies for identifying and taking advantage of both formal and informal supports.

#### Stress

Noted psychology professor Stevan Hobfoll argued that stress can be understood as one's ability to conserve emotional, psychological, and behavioral resources. For example, most of us can answer a telephone. Although we have the skills needed to answer the phone, there are times when receiving and answering one more phone call pushes us to the tipping point. In other words, while one may possess the skills needed to perform the activity, stress is often about whether one has the emotional resources needed to perform the activity (Hobfoll, 1998).

Research has consistently found a very strong correlation between academic self-efficacy—confidence—and academic stress. This means that individuals with stronger academic confidence have the personal resources they need to manage the pressures associated with performing academic-related tasks (Solberg, Gusavac, Hamann, Felch, et al., 1998; Torres & Solberg, 2001; Solberg & Villareal, 1997). Success Highways focuses on stress management as one of the resiliency skills students must acquire to effectively confront any academic or personal roadblocks they find.

As described in the previous section, Connections, the "enhancing" hypothesis argues that social support also offers resources to a person to reduce the amount of pressure that person experiences (Cohen & Wills, 1985).

### Health and Well-Being

Many cumulative risk factors affect health and well-being. For youth living in lower-income communities, cumulative risk factors include access to health care during neonatal development, birth, and childhood, quality of housing, and level of community violence. Living in situations characterized by high cumulative risk can result in chronic stress and health concerns. Some implications of this include increased drug use, risky sexual activity, and school failure (Evans, 2004; McEwen, 1998). Success Highways acknowledges the challenges youth face and introduces students to establishing a necessary balance between relationships, school, and health.

#### Motivation

The model of motivation exposed in Success Highways was drawn from Deci and Ryan's self-determination theory. In their model, motivation is divided into four types – two that are related to extrinsic motivation and two that are related to volitional, self-determined motivation. Extrinsic motivation refers to performing an activity because one feels forced to do it or because one is concerned with disappointing others; extrinsic motivation results in a person performing the activity in order to avoid sanctions or guilt. Self-determined motivation, on the other hand, involves choosing to perform the behavior because it is perceived as meaningful or enjoyable (Deci & Ryan, 1985; Ryan & Deci, 2000). Through examining personal motivation factors, Success Highways allows students to rethink their motivation in school and understand their control over this resiliency skill.

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### Success Highways Author and Chief Researcher



V. Scott Solberg, Ph.D.

V. Scott Solberg, PhD., is currently the Director of Wisconsin Careers, a program within the Center for Education and Work in the University of Wisconsin–Madison School of Education. He is an active member in the Society for Vocational Psychology, a Section in Division 17 (Society for Counseling Psychology) of the American Psychological Association. He is also a member of the International Association of Applied Psychology and International Association for Educational and Vocational Guidance. Dr. Solberg has served on the editorial boards of the Journal of Counseling Psychology, Italian Journal of Vocational Psychology (GIPO), Hispanic Journal of Behavioral Sciences, and Journal of Career Assessment.

In addition, Dr. Solberg is currently Chair of the American Psychological Association's Coalition for

Psychology in Schools and Education. He has served in leadership roles with the Milwaukee Partnership Academy and the Milwaukee Public Schools Small Schools reform movement.

Dr. Solberg has published over 20 empirical and theoretical articles pertaining to youth development and academic success.





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.

#### Basic Skills | Social Skills | Complex Problem Solving Skills | Technical Skills Systems Skills | Resource Management Skills

Basic Skills

Developed capacities that facilitate	e learning or the more rapid acquisition of knowledge
Reading Comprehension	Understanding written sentences and paragraphs in work related documents.
☐ 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.
Writing	Communicating effectively in writing as appropriate for the needs of the audience.
	Talking to others to convey information effectively.
Mathematics	Using mathematics to solve problems.
Science     Science	Using scientific rules and methods to solve problems.
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Active Learning	Understanding the implications of new information for both current and future problem-solving and decision-making.
☐ Learning Strategies	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
Monitoring	Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
	Social Skills
Developed capacities used to work w	ith people to achieve goals
Social Perceptiveness	Being aware of others' reactions and understanding why they react as they do.
Coordination	Adjusting actions in relation to others' actions.
Persuasion	Persuading others to change their minds or behavior.
Negotiation	Bringing others together and trying to reconcile differences.
Instructing	Teaching others how to do something.
Service Orientation	Actively looking for ways to help people.

## Complex Problem Solving Skills

Complex Problem Solving

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veloped capacities used to solve novel, ill-defined problems in complex, real-world settings Identifying complex problems and reviewing related information to develop and evaluate options and

implement solutions.

	Technical Skills
eloped capacities used to design, application of machines or technologic	set-up, operate, and correct malfunctions involving cal systems
Operations Analysis	Analyzing needs and product requirements to create a 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.

Developed capacities used to understand,	Systems Skills
	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.

# Developed capacities used to allocate resources efficiently Time Management Managing one's own time and the time of others. Determining how money will be spent to get the work done, and accounting for these expenditures. 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 ]

# WIA / Special Projects Career Plan Questionnaire

Participants Name	
ranicipants Name	Social Security Number
This document is a screening form for pa Information gathered will be entered into please refer to Memo #151-02 from Lee	articipants entering one of the WIA Programs.  the OSMIS System. For a point of reference, Koslow.
1. Barriers (Please choose at least one)	
zBasic Skills Deficient zLack/Poor Work History zChild Care	zTransportation zStudent at Risk zOffender
. Employment Objective  (OSY <u>Must</u> have both. ISY <u>Must</u> employment objective if applicab	have long term and may have short term
Short Term Employment Objective	ve
Long Term Employment Objective	
Educational Service Strategy Objection (Steps needed to obtain high school	ve Il diploma, GED or Skill Certification.)
as nomeownership, transportation or m	This is a personal goal for the participant such oving out of the house. It can be either long e set. (All youth must have a PSSO)

#### Career Plan Questionnaire Continued

}	Health Service Str	ategy Objective ( (	Only if it applicable)	
]	Per Memo #151-02.	, steps to self-suffic	re required to have at least 2) ciency will be linked to the achievement of ment/service strategy objective.	
	Step 1			
	Step 2			
17	Step 3			
	Step 4			
12	1)		outh /OSY and optional for Younger Youth SMIS and placed in the participants folder.	
Particip Date	ants Signature	Date	Program Facilitators Signature	-

# WIA Budget Planner

Source	Current	Danie de la		7	
TANE	0	Projected	Item	Current	Projected
SSVSSDI	0		0 House Payment	0	
Financial Aid	0		0 Electric BIII	.0	
ood Stamps			0 Water BM	0	
Alimony	0		Sewape BIII	0	
Child Support	0		Phone BM	0	
Inemployment	0		Cabel TV BIII	0	
ake Home Pay	0		Grocery BIII	0	
amily Help	0		Food Eaten Out	. 0	
rvestment	0			0	
of Other	0			. 0	
of NetIncome	0		naurance Home	0	
or recurred	0	0	Insurance Health	0	
dinancial Analy	vada su-		Insurance-Auto	0	
	_		Public Transport		
otal Current Net In		0	Auto Gas	0	,
ess Total Current		. 0	Auto Maint	0	
quals (-Neg/+Pos)	Reminder:	O	Clothing	0	
otal Projected Net	Income .		Entertainment		
		0	Child Support		
ess Total Projected		0	Child Care		
qual (-Neg/+Pos)A	eminder : .	0	seving		
ustomers Gross H	Ourly Wans no	od and An	Credit Card Payment	-	
self sufficient :	n n n n n n n n n n n n n	roed to	Car Payments	-	
the customer earn	ing enguah pa	w <b>to</b>	Loan Payments	-	
ver Total Current I	Expenses?	W 10	Medical Bills		
			Dental Billia		
ll the custome: M7/Training end	t be earning	erondy apen	Others		
nawer is "po"-Not		rotal	Total Expenses		9
taken :	a Action to				
			Customer Signature :		
			Date Prepared :		
			Staff Signature :		
			Date Prepared :		

Grant 041007 BD ITEM # I 3 F

Grant 041007	DP ITEM # I 3 F
Grant Program	WorkForce One Grant Program
Status	New - Competitive
Funds Requested	\$1,023,089
Financial Impact	The positive financial impact is \$1,023,089. The source of funds is
Statement	Workforce One. There is no additional financial impact to the school
	diotrict.
Schools included	Dillard High, Fort Lauderdale High, Coconut Creek High, Deerfield High,
	The state of the s
Managing	The project will be managed and operated by the Caroor Tochnical
Department/School	Adult/Community Education Department
Source of Additional	John Miracola 754-321-2620
Information	754-521-2020
Project Description	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.
1	ent Program.
	MPACT will incorporate PEPNet and Sar Levitan design elements to
	recruit and serve 250 in-school youth who are: (1) between the ages of
	1 - 1, (2) Conformed and pasic skills deficient (3) have not
	completed high school or obtained a GED, and (4) need additional
	assistance to complete school or get a job.
	get a job,
	The Responsibility, Awareness, Training, Employment and
	Linpowerifield Program will farget 12" grade and out of achaet
	The in-school component provides academic support services which
1	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.
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
Research	issued, and number of students going to military.
Methodology	As required by the grant application, the project reflects active approaches
Welliodology	To your programs based on research conducted by John Honking
	Oniversity for the U.S. Department of Labor. Therefore, the following care
	siements have been included as part of the recearch mothodology and it
	support and guidance; engaging activities during non-school hours for in
	solver your, age appropriate activities, a variety of mork experiences that
5	Connect learning and work, volum input into the program doing, and
	support services for youth that are developmentally and age appropriate.
	, and appropriate.

#### BUDGET Administration

Reminder: Administration is limited to 5%

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

Line Item	WIA		Wagne	r FSET	WtW	TOTAL
Personnel	50%	50%			The section is	IOIAI
Salaries *						(
Fringe Benefits						(
Mileage and Travel						(
Staff Incentives						(
Other (Specify)				1		(
Total Personnel						
Non Personnel					A SALE CONTROL OF THE	0
Supplies						
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%	\$6,413	CC 440				\$0
Audit	Ψ0,413	\$6,413				\$12,825
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)						\$0
(opcomy)						\$0
Total Non-Personnel	\$6,413	\$6,413				640.005
		,				\$12,825
otal ADMINISTRATION	\$6,413	\$6,413	\$0	\$0	\$0	\$12,825

<sup>\*</sup>Must be explained in detail.

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

<sup>\*\*\*</sup>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	Wagner	FSET	WtW	TOTAL
Personnel	50%	50%			A TOTAL	TOTAL
Salaries *	\$148,601	\$148,601				\$207.202
Fringe Benefits	\$40,851	\$40,851				\$297,203
Mileage and Travel	\$1,750	\$1,750				\$81,701
Other		<b>V</b> 1,1 00				\$3,500
Staff Incentives						\$0
Total Personnel	\$191,202	\$191,202			X =    =	\$382,404
Non Personnel	1					Ψ30Z,404
Supplies	\$2,250	\$2,250				\$4.500
Materials	\$3,632	\$3,632				\$4,500
Books	, , , , , , ,	40,002				\$7,263
Teaching Aids						\$0
Postage				-		\$0
Telephone	\$950	\$950				\$0
Maintenance	- +000	Ψ330				\$1,900
Printing	\$250	\$250				\$0
Equipment Rental	<b>\$200</b>	Ψ250				\$500
Equipment Purchase						\$0
Space Rental	\$2,200	\$2,200				\$0
Insurance	Ψ2,200	\$2,200				\$4,400
Utilities						\$0
** Indirect Costs	-					\$0
Audit			Sensitive to the sense of			\$0
Legal						\$0
Accounting						\$0
*Profit						\$0
Other (specify)	\$6,850	\$6.050				\$0
c sive (openly)	\$0,830	\$6,850				\$13,700
Total Non-Personnel	\$16,132	\$16,132				\$32,263
Total SERVICES	\$207,334	\$207,334	\$0	\$0	\$0	\$414,667

#### BUDGET SUMMARY

Reminder: Administration is limited to 5%

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

kpense	Administration	
		Services
297,203	ol	207.207
81,701	0	297,203
3,500	0	81,70
0	0	3,500
0	0	(
382,404		(
002,104	0	382,404
4,500		
7,263	0	4,500
0	0	7,263
0	0	
0	0	0
1,900	0	0
1,900	0	1,900
500	0	0
0	0	500
0	0	0
	0	0
4,400	0	4,400
0	0	0
0	0	0
12,825	12,825	0
0	0	0
0	0	0
0	0	0
0	0	0
13,700	0	13,700
45 088	42 925	32,263
	45,088	

427,492
421,432

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

Total Annual		\$ to Admin	% of Salary to Services	% of Salary to Services	% of Salary from Other WorkForce One	\$ from other	% of Salary from Other	\$ to Other	Total %	
Salary	Admin Budget	Bud	Budget	Budget**	rams	Programs	Funding**	Sources of	(Must total	6 171
\$76,000	000	\$2,600	90	\$13,000	10	\$2,600		57 800	1000	COE DOD
\$47,045	045		100%	\$47,045		80			+	647 045
944,044	044		100%	\$44,644		80			100%	SAA GAA
-	121		100%	\$46,121		80			100%	646 404
	397		100%	\$41,397		80			100%	\$41.307
Aguing Daing	113		100%	\$47,113		\$0			100%	\$47 113
	428		20%	\$15,714	20%	\$15,714			1000	621 120
Poid Timits	428		20%	\$15,714	20%	\$15,714			100%	831.420
\$20,133	733		20%	\$13,367	20%	\$13,367			100%	\$26,733
\$2,160	160		100%	42 160		6				
Harvey, Kimberly \$2,050	050		100%	62,060		09			400%	\$2,160
\$2,117	117		100%	62 447		0.00			100%	\$2,050
	301		100%	\$1 901		0,9			100%	\$2,117
Washington, Leola \$2,163	163		100%	63 463		000			400%	\$1,901
	985		2007	\$4,103	1000	09			400%	\$2,163
Fredericks, Jennifer \$2,095	195		0000	\$1,048	20%	\$1,048			100%	\$2,095
			%0c	\$1,048	20%	\$1,048			100%	\$2,095
\$2,640	40		100%	62 640		6				
Harvey, Kimberly \$2,506	90		100%	\$2.540		04			4004	\$2,640
	88		100%	\$2,500		000			100%	\$2,506
Thompson, Kendra \$2,323	23		1000/	000.200		200			100%	\$2,588
	44		100%	\$2,323		\$0			100%	\$2.323
	6808		2001	\$2,644		80			400%	\$2,644
Fredericks Jannifar 60	0000		20%	\$449	20%	\$449			100%	\$888
	20		20%	\$449	20%	\$449			100%	8888
										2
\$344,988	88			6307 303						
				\$297,203		\$47,788				\$344,988

"Total must match the total salaries on Administration Budget (Budget Sheet #1)
"Total must match the total salaries on Serives Budget (Budget Sheet #2)
""Include all non-WorkForce One Funds

\$344,988

PERSONNEL DETAILS Fringe Benefits

				% of	of %	S C	% of	\$ to for	% of Fringes	L	of Sof			
	Staff member (If known)	Total Salary	Total Fringes	Fringes compared to Salary	Fringes to Admin Budget		es to	Fringes	WorkForce	a for ringes from other WorkForce	Fringes from Other Sources of	Fringes \$ for from Other Fringes Sources of from Other	Total % (Must total	
CASE Manager	Jane Doe	\$26,000	\$4,680	18%	10			Budget -	Programs	One Pro	Funding **	-	100)	Total \$
TOL	Cadigan, Amy	47,045	\$12,933	27%			10/		9	3	30	\$1,404	9	\$4,680
racilitato	Harvey, Kimberly	44,644	\$12,273	27%			100%			09			100%	\$12,933
racilitator	Miller, Connie	46,121	\$12.679	27%			1000/	012,213		80			100%	\$12,273
racilitator	Thompson, Kendra	41,397	\$11,380	27%			100%	\$12,079		20			100%	\$12,679
0.0	Washington, Leola	47,113	\$12,951	27%			100%	612 064		80			100%	\$11,380
vocational Career Advisor	Aguirre, Raina	31,428	\$8.640	27%			7009	108,210	1004	\$0			100%	\$12,951
Vocational Career Advisor	Fredericks, Jennifer	31,428	\$8,640	27%			20%	\$4,320	50%	\$4,320			100%	\$8,640
in age	Reid, Timika	26,733	\$7,349	27%			20%	\$3.674	500%	04,320			100%	\$8,640
Facilitator 9 days/ Aug 61									0/00	1000			100%	\$7,349
Facilitator-9 days/ Aug 07	Cadigan, Amy	2,160	\$594	27%			100%	\$594		05			40000	1010
Facilitator-9 days/ Aug 07	Millor Coppie	2,050	\$564	27%			100%	\$564		80			1000/	9000
Facilitator-9 days/ Aug 07	Thompson Kendra	1004	\$582	27%			100%	\$582		80			100%	8582
Facilitator-9 days/ Aug 07	Washington Leola	2 463	\$202	21%			100%	\$523		\$0			100%	\$502
VCA-14 days/Jul-Aug 07	Aguirre Raina	2,103	9030	0/.17			100%	\$595		\$0			100%	\$595
VCA-14 days/Jul-Aug 07	Fredericks, Jennifer	2 095	2572	27.07			20%	\$288	%09	\$288			100%	\$576
				6/ /3			20%	\$288	20%	\$288			100%	\$576
Facilitator 11 days/June 08	Cadigan, Amy	2,640	\$726	27%			1000%	6736						
Fooilitator 11 days/June 08	Harvey, Kimberly	2,506	\$689	27%			100%	0000		000			100%	\$726
racilitator-11 days/June 08	Miller, Connie	2,588	\$711	27%			100%	9000		80			100%	\$689
racilitator-11 days/June 08	Thompson, Kendra	2,323	\$639	27%			1000	0000		20			100%	\$711
Facilitator-11 days/June 08	Washington, Leola	2.644	\$727	27%			100%	\$639		\$0			100%	\$639
VCA-6 days/June 08	Aguirre, Raina	898	\$247	27%			2007	2/2/		20			100%	\$727
VCA-6 days/June 08	Fredericks, Jennifer	898	\$247	270%			200%	\$123	20%	\$123			100%	\$247
				0/ 14			20%	\$123	20%	\$123			100%	\$247
		\$344,988	\$94.837					****			-			

\*Total must match the total fringes on Administration Budget (Budget Sheet #1)
\*\*Total must match the total fringes on Serives Budget (Budget Sheet #2)
\*\*\*Include all non-WorkForce One Funds

\$13,137

#### BUDGET Non-Personnel Costs

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

Cost Category*	Item	Quantity	ased upon 06/07 at Unit Cost	Total Cost*
EX: Equipment Purchase	staff desks	10	\$400	\$4,00
Supplies				<b>\$4,00</b>
Office supplies		1	\$4,500	\$4,500
Materials			Ţ 1,000	Ψ4,500
Instructional				
instructional		1	\$7,263	\$7,263
Books				
Teaching Aids				
Telephone				
Cell Phones		5	\$380	\$1,900
Maintenance			7000	Ψ1,500
Printing				
Printing	Brochures			
	Dischares	1	\$500	\$500
Equipment Rental				
Equipment Purchase				
Space Rental				
acility Rental	End of Year Student Event	1	\$4,400	\$4,400
Other				
Mileage	0.405			
VII -	0.485 Student Incentives	1	\$3,500	\$3,500
ransportation	ottacht incentives	1	\$7,500	\$7,500
Student Salary		1	\$6,200	\$6,200
ndirect Cost	3.00%			
	3.00%	1	\$12,825	\$12,825
				\$48,588

# 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).
- 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 ONE, AND	M TO AGREEMENT BETWEEN WORKFORCE
WHEREAS, the parties have Addendum to Agreement between We and on the res One through its President/CEO author	made and executed this Business Associate ORKFORCE ONE EMPLOYMENT SOLUTIONS spective dates under each signature: WorkForce rized to execute same, and, half of
	WORKFORCE ONE
WITNESSES:	BY:
	Mason C. Jackson, President/CEO DATE:
Approved as to form by Office of the County Attorney for Browar Jeffrey C. Newton, County Attorney Governmental Center 115 South Andrews Avenue Fort Lauderdale, Fla. 33301	rd County, Florida
Rochelle J. Daniels Assistant County Attorney WorkForce One Legal Department 3800 Inverrary Boulevard, Suite 400 Lauderhill, FL 33319	0
BUSINES	SS ASSOCIATE
	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

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#### DISCLOSURE OF LOBBYING FORM

1. Type of Federal Action:	2 Ctatus 15	
	Status of Federal Action:	3. Report Type;
a. contract	a. bld/offer/application	a initial filling
b. grant	<ul> <li>b. Initial award</li> </ul>	b. material change
c. cooperative agreement	c. post-award	For Material Change Onli
d. loan e. loan guarantee		year quarter
f. loan insurance		date of last report
THE SCHOOL BOARD OF BRO LOBBYING	OWARD COUNTY, FLORID ACTIVITIES	A DOES NOT PARTICIPATE IN
4. Name and Address of Reporting Entity:	Prime 5 HD	
and	5. If He	porting Entity in No. 4 is Subawardee, Enter Nam
Subawardee Tier if known:	Add	ess of Prime:
		33
Congressional District, if known:	1	
Congressional District, Il known:	Congres	sional District, if known:
Federal Department/ Agency:	7 Federal Program	m Name/Description:
	CFDA N	mber, if applicable:
. Federal Action Number, if known:		
Federal Action Number, if known:		mber, if epplicable:  Amount, if known:
). a. Name and Address of Lobbying Entit	9. Awar	Amount, if known:
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). a. Name and Address of Lobbying Entit (If Individual, last name, first_name, N	9. Award  y b. Individ	Amount, if known:  uals Performing Services (including address if nt from No. 10a.) name, Mi)
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8. Name and Address of Lobbying Entit (If Individual, last name, first name, Note that the second sec	9. Award  y b. Individual  fill) differe (last name, first	Amount, If known:  uals Performing Services (including address if nt from No. 10a.)  name, Mi)
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a. Name and Address of Lobbying Entit (If Individual, last name, first_name, M  tach Continuation Sheet(s) SF-LLL-A, if ne  Amount of Payment (check all that apply)  actualplanned	9. Award  y b. Individual differe (last name, first last name)  (Attach Continual last name)  13. Types  a. retainer b. one-time feil	Amount, if known:  uals Performing Services (including address if nt from No. 10a.) name, Mi)  ion Sheet(s) SF-LLL-A, if necessary)  of Payment (check all that apply):
a. Name and Address of Lobbying Entit (If Individual, last name, first name, Notation Continuation Sheet(s) SF-LLL-A, if ne  Amount of Payment (check all that apply) actual planned  Form of Payment (check all that apply): 6. cash	9. Award  y b. Individual differe (last name, first last name)  (Attach Continual last name)  13. Type:  a. retainer b. one-time fe c. commission	Amount, if known:  uals Performing Services (including address if nt from No. 10a.)  name, Mi)  ilon Sheet(s) SF-LLL-A, if necessary)  of Payment (check all that apply):
Amount of Payment (check all that apply)  actual planned  Form of Payment (check all that apply):  a. cash b. In-kind, specify: nature	9. Award  y b. Individual differe (last name, first last name)  (Attach Continua last name)  13. Types  e. retainer b. one-time fe c. commission d. contingent fe	Amount, If known:  uals Performing Services (including address if nt from No. 10a.) name, Mi)  Ilon Sheet(s) SF-LLL-A, if necessary)  of Payment (check all that apply):
O. a. Name and Address of Lobbying Entit (If Individual, last name, first name, Name Continuation Sheet(s) SF-LLL-A, if ne  Amount of Payment (check all that apply)  actualplanned  Form of Payment (check all that apply):	9. Award  y b. Individual differe (last name, first last name)  13. Type:  a. retainer b. one-time fe c. commission d. contingent fe de de	Amount, if known:  uals Performing Services (including address if nt from No. 10a.)  name, Mi)  ilon Sheet(s) SF-LLL-A, if necessary)  of Payment (check all that apply):

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14	<ol> <li>Brief Description of Services Performed or to be Performed and I Member(s) contacted, for Payment Indicated In Item 11.</li> </ol>	Date(s) of Service, Including officer(s), employee(s), or	
7	(Attach Continuation Sheet(s) SF-LLL-A, It	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 relience 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 falls to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$10,000 for each such fallure.

Signature

Print Name: ernes F. Notter

Title: Inferim Superintendent of Schools

Telephone Number: 754-321-2600 Date: March 1, 2007

pproved 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

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#### 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:
  - The dangers of drug abuse in the workplace.
  - The policy of maintaining a drug-free workplace.
  - Any available drug counseling, rehabilitation and employees assistance programs.
  - 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:

- Abide by the terms of the statement.
- Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five (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.

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- 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.
  - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 as amended.
  - Requiring such employee to participate satisfactorily in 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		
Extruit Holle	- K	V
Signatud	Date	

ITN 200€ 2007 Youth Page 90 The School Board of Broward County, Florida

# FISCAL CERTIFICATION

March 1, 2007

I <u>John Miracola</u>, 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