

BTC CONNECTIONS

ATLANTIC, MCFATTER & SHERIDAN TECHNICAL COLLEGES MAGAZINE



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A LOOK BACK 50 YEARS

Technical Education in Broward County had its start over 50 years ago. Back in the 1960s, South Florida was experiencing the first of many growth phases, both in population and infrastructure. [Read More!](#)

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REFLECTIONS

BTC says goodbye to Bob Boegli, after nearly 50 years of leadership.

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ATLANTIC, MCFATTER & SHERIDAN TECHNICAL COLLEGES MAGAZINE

ON THE COVER

This issue of BTC Connections focuses on the 50th Anniversary of Sheridan Technical College, the oldest of Broward's three technical colleges. STC opened its doors on September 14, 1967 to both secondary share-time and adult students.

OUR STATEMENT

BTC Connections magazine is published once a year by the Broward Technical Colleges. The magazine is distributed to BTC alumni, families, friends, faculty, staff and the surrounding community, providing news on campus accomplishments and developments.

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IN THIS ISSUE

BY JEANETTE L. JOHNSON

"After 47 years serving Broward County Public Schools, Daniel Robert (Bob) Boegli is entering into his much-deserved retirement."

Throughout his tenure as a teacher, district administrator, and technical school director, Bob Boegli has not just witnessed significant growth and change in our district - he has in many cases led that growth. In the 1970's, he developed the district master plan that resulted in the opening of Broward County's third adult vocational-technical school. In the 1980's, his work as Director of the Educational Planning Center led to multiple short- and long-range major projects that helped transform the district. In the 1990's, he envisioned and opened the district's innovative first Technical High School. And

here in the 21st century, Mr. Boegli has envisioned and opened the district's third Technical High School, this time breaking ground with an online Technical High School. These initiatives, along with dozens of other innovations spearheaded by Mr. Boegli, have benefited the lives of thousands of Broward County students and their families. His impact on technical education is significant and long-lasting, and we've asked him to reflect here on the changes he's seen throughout his distinguished career.

■

REFLECTIONS

BY ROBERT (BOB) BOEGLI

"We have had 50 years of working with our business and industry partners, and we intend to meet their needs for 50 more."

This issue of BTC Connections focuses on the 50th Anniversary of Sheridan Technical College (STC), the oldest of Broward's three technical colleges. STC opened its doors on September 14, 1967 to both secondary share-time and adult students. My, how times have changed over these past 50 years.

To begin our story we should first talk about the changes in demographics, not only in Broward County, but throughout the state of Florida. Major immigration into Florida as a result of political and social changes all over the world has resulted in a student population today at STC much different than the student population in 1967. When STC opened there were no classes in Adult Education, only vocational classes. Today, almost 50% of the total classes are in Adult Academic and ESOL (English for Speakers of Other Languages).

A second major change over the past 50 years is the phasing out of once thriving industries and occupations in South Florida to new industries and occupations that didn't even exist in 1967. One example of this is the textile industry and the related field of fashion design. STC had a very popular program in Fashion Design and Industry Sewing in 1967. Jobs in the field were plentiful and the placement of program graduates was always 100% because of the strong relationship between the teacher and industry leaders. Over time the textile industry moved to other parts of the world and the program closed. This same scenario has occurred in a number of industries. But as some industries change, new industries appear. STC wrote the State Curriculum Frameworks for Gaming Machine Technician (casinos), Solar Photovoltaic (solar AC), and Solar Thermal (solar water heating), and implemented new programs to train



BOB BOEGLI, DIRECTOR OF SHERIDAN TECHNICAL COLLEGE & HIGH SCHOOL

FIFTY YEARS LATER

CONTINUED



RIBBON CUTTING AT MCFATTER TECHNICAL COLLEGE

ATC DIRECTOR BOB CRAWFORD, FORMER STC ASSISTANT
DIRECTOR JEAN SOTO, STC DIRECTOR BOB BOEGLI



needed workers in these new industries.

Occupations themselves have changed over the years, mostly due to changes in technology. In 1967, drafters were trained in a lab consisting of 24 large drafting tables. Today they use a computer and the latest version of AutoCad to hone their skills. I remember well when very highly respected South Florida architects came to STC and attended short CWE (Continuing Workforce Education) classes to gain knowledge about the transition from "boards" to AutoCad. Automotive collision technicians had a major occupational change from painting as "art" to clear coats and the need to learn about "pressure and mathematics". Another significant occupational change in the auto industry occurred in the 70s and 80s when computer technology became more and more a part of new vehicles. The auto industry

faced a major obstacle in the training of "existing" automotive service technicians to the new computer technologies when it was discovered that most techs could not read at the required level of the new training materials. In partnership with Ford and GM, STC provided reading classes to upgrade the skills of "existing" technicians so they could master the new training manuals. The change from "hands-on" occupational training has fully changed to "blended" training incorporating not only "hands-on" but also academic skills, analytical thinking skills, and computer technology skills.

The Workforce Development training required to meet the needs of a constantly changing occupational world is the stuff ATC, MTC, and STC are "made of". We have had 50 years of working with our business and industry partners, and we intend to meet their needs for 50 more

■



BOB CRAWFORD, DIRECTOR OF ATLANTIC TECHNICAL COLLEGE & HIGH SCHOOL

INDUSTRY CREDENTIALS... THE LIFE LINE TO SUCCESS

BY BOB CRAWFORD

The Broward Technical Colleges are PROUD to be #1 in the State of Florida For Industry Certification Awards.

One of the major goals that has been at the forefront of increasing student performance and accountability at the three Technical Colleges has been the state recognition of industry credentials awarded to our students. The availability of industry credentials in our CTE programs has always been embedded in our curriculum frameworks and our teaching philosophy.

Beginning in the 2013/14 school year, the state identified specific industry-related credentials that are universally recognized by business and industry for separate categorical funding. The ability to receive this additional state funding has created an incentive for the Technical Colleges to insure that every student who attends one of our CTE programs has the knowledge and skills to pass the related industry exam(s).

Our success during the past two years has been unheralded. Broward County received the highest number of credentials awarded in the state in both the 2015/16 and 2016/17 school years.

The 702 credentials earned in 2015/16 generated \$644,562 and in 2016/17, 952 credentials were earned generating \$683,363.

Although the Florida Legislature chose not to fund these credentials again for 2017/18, we have a legislative plan to reinstate the funding for next year using 2018/19 dollars. We will be educating our legislators on our plan and the value added that these credentials bring to the workplace.

■

HOW WE LINK TO BUSINESS & INDUSTRY

BY LYNN D. GOLDMAN

"BTC is committed to providing local businesses/industry with the most highly trained employees possible!"

There are forty-nine Technical Education Colleges/Centers in the State of Florida, operated by public school districts. Broward's three colleges include Atlantic, McFatter, and Sheridan on eight different campuses across the county. The three colleges enroll over twenty-thousand students per year and are three of the largest public technical education schools in the state. Broward County is the second largest workforce education provider in the state, with a current state allocation of over seventy million dollars. In total, District Workforce Education Programs serve over one hundred seventy-five thousand post-secondary students in one hundred seventeen job preparatory certificate programs, thirty-five apprenticeship programs, adult general education (including GED and ESOL), as well as personal improvement classes.

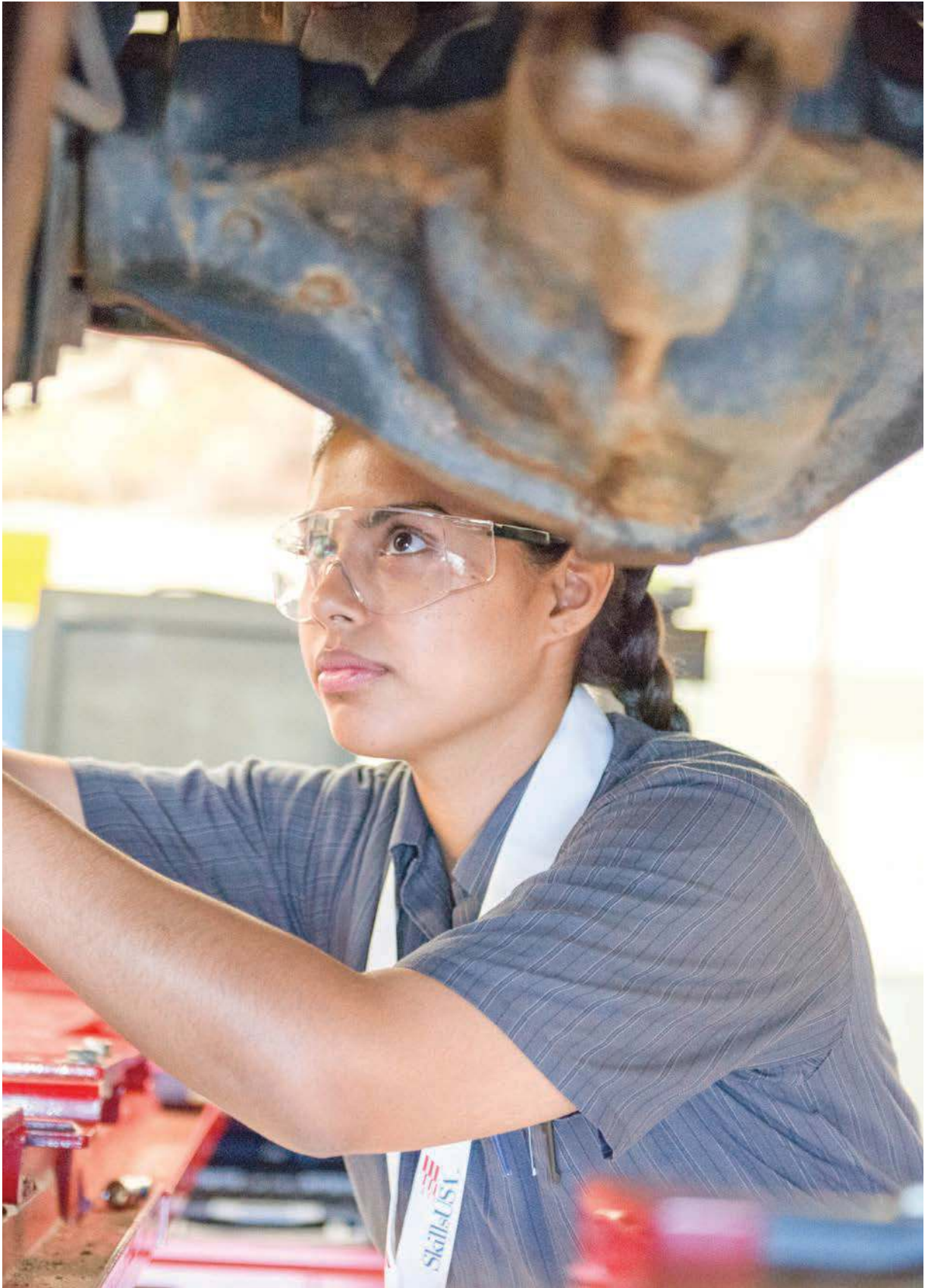
The Broward Technical Colleges are committed to providing local businesses/industry with the most

highly trained employees possible. Over eighty-five industry-based advisory committees serve our institutions and meet a minimum of twice each year. We are very proud of our linkage to the Greater Ft. Lauderdale Alliance, CareerSource Broward, the Agency for Workforce Innovation, the Department of Economic Opportunity, The Greater Ft. Lauderdale, Greater Hollywood, Coral Springs, Miramar/Pines, Davie/Cooper City, Pompano Beach and other Chambers of Commerce as well as the Marine Industry of South Florida, Rotary Clubs, The Florida Restaurant & Lodging Association, Memorial Healthcare System, Audi of America, Ford, Chrysler, Toyota, Lexus, Southeast Florida Automobile Association, and The American Culinary Federation... to name a few! With a full-time Community Relations Coordinator, we are part of the conversation about workforce/career training at a variety of events across the county.

■



LYNN D. GOLDMAN, COMMUNITY RELATIONS COORDINATOR OF BROWARD TECHNICAL COLLEGES



JANESSY DIAZ AT STC

REDEFINING THE DEMOGRAPHIC

BY JENNIFER LONG

How much are we influenced by "cultural norms" in what we choose to pursue as a career? Often when people think of certain industries and careers, we think of them as being typically "male" or "female" dominated. Stereotypes surround us. However, these distinctions are being challenged and tested more and more. Diversity and inclusion, in its many forms, are helping to pave the way for many students. As a result, industries will benefit from the different perspectives and

strengths that are brought forward by our growing, diverse workforce.

The Broward Technical Colleges have always encouraged students to follow their interests and dreams. From male nurses to female truck drivers, people's options truly have no limits if they have the passion and desire to follow their dreams. These next stories show a few of those students who are Redefining the Demographic.

REDEFINING THE DEMOGRAPHIC

CONTINUED

WOMEN IN MACHINING

BY AMY JOHNSON

“Just because it is a male dominated field doesn’t mean you shouldn’t try it out or give it a shot,”

When it came time for recent graduates Lily, Bolatito, and Jessica to choose a technical program at Atlantic Technical High School, Machining Technologies was at the top of their list. Typically a male-dominated program, these young women are changing the composition of machinists and encouraging others to do the same.

“Just because it is a male-dominated field doesn’t mean you shouldn’t try it out or give it a shot,” said Bolatito. She became interested in Machining Technologies as a way of putting herself ahead of others for college. Bolatito realized the challenges faced by women in this industry, but also saw the demand for them

and the potential to inspire others to pursue their passion.

Much like Bolatito, Jessica feels no one should be held back due to the stereotypical definition of machinists. “If you want to do something, do it, regardless of being male-dominated. Upper body strength not required.” Jessica’s interest in the Machining Technologies program stemmed from her desire to be independent and not sit at a desk all day. “I was curious about 3D printing and heard about the program, but I also didn’t just want busy work,” she said.

The Machining Technologies program is comprised of specialized classroom instruction that corresponds with projects and



BOLATITO, JESSICA AND LILY PURSUE THEIR PASSION



“If you want to do something do it, regardless of being male dominated. Upper body strength not required.”

lab experiences involving machining of metals and plastics. Students are exposed to hands-on engineering through a project-based curriculum module. Along with earning industry certifications such as MasterCAM and NIMS, students can also receive college level credits.



Lily was interested in the hands-on learning and using precise measurements to make parts, “you are graded on 1000th of an inch.” More often than not, in their projects, the girls are outperforming the boys in many respects. The Machining Technologies program has opened a pathway for girls that are interested in engineering.



Eileen, a former Machining student at Atlantic Technical High School, is now at the University of Central Florida pursuing engineering. As one of the first girls in the program, Eileen helped set a course for young women in machining.

The future is looking very bright for all of these young women. They have made tremendous strides in the machining world and will continue to do so as they move forward in their careers.

And if anyone is ever interested in Machining Technologies but unsure, Lily said it best, “the worst thing that could happen is you get a back up career.”

REDEFINING THE DEMOGRAPHIC

CONTINUED

MEET SOLOMON CONSUEGRA

INTERVIEWED BY JENNIFER LONG

"I plan on attending a bridge program to become an R.N. My plans are to immerse myself completely in this world and to keep myself busy with work and school everyday so I can one day have a Master's level education in nursing, all the while touching people's lives."



SOLOMON CONSUEGRA AT ATC

Solomon Consuegra is one of our outstanding nursing (LPN) students at STC. He is a member of the National Technical Honor Society (NTHS) and was a recipient of the Poteat Scholarship from NTHS for 2017. He is definitely a student who will be on the move and one to watch. We had the opportunity to learn a little more about Solomon in the interview below.

Tell us a little bit about yourself and what led you to a career in nursing. How did you become interested in this field?

"I'm 26 years old and come from a Colombian household. I'm an ex-firefighter from Savannah, Georgia and moved to South Florida in 2016. I suffered a few injuries while with the fire department; with long consideration, I ultimately decided I needed a career change. During my many hospital visits as a result of my work-related injuries, I had the opportunity to interact with the nursing staff and medical team. I noticed, first-hand, the service nurses provide to their patients are second to none. I noticed no other hospital staff member spends more time with the patient than the nurse. Nurses provide comfort and care to the public on a deeply personal level, and I found that very endearing. It was then I realized I wanted the opportunity to be able to provide that same service to others and decided to become a nurse."

What do you love about the field? What do you find the most challenging?

"I absolutely love the medical field as a whole, but what I love most about nursing is connecting with the patients. Nurses have a duty to provide excellent care and unconditional support to our patients. I feel an enormous sense of satisfaction from serving the public and representing a beacon of hope to all those people going through hardships and illness. The most challenging aspect, so far, is getting used to the long hours and the meticulous attention to detail that comes with nursing. Nurses work up to 12-hour shifts in one day and must be completely neat and organized in all aspects, from charting to nursing intervention. Any little mistake can cost someone his or her life or cost us our job, so there can be no cutting corners or any overlooking of details."

"I absolutely love the medical field as a whole, but what I love most about nursing is connecting with the patients. Nurses have a duty to provide excellent care and unconditional support to our patients."

Did you yourself have any preconceived notions about nursing and the stereotype that has grown through the years?

I always knew...the nursing field had a dominant female presence, but that didn't change my opinion of the job and it certainly didn't dissuade me. I assumed I would be the only man in the class, but I found on my first day...there were 10 other males in my class. With every upcoming class, the number of male students seems to be growing. Whether the nursing staff is men or women, they all perform their jobs efficiently and ethically and all represent a very special, powerful workforce.

What are your plans after you finish with your LPN?

"I have many plans to keep moving forward with my nursing career. After I graduate, I plan on becoming employed as an LPN as soon as possible in a hospital or nursing home. As I continue to gain experience working as a practical nurse, I plan on attending a bridge program to become an R.N. My plans are to immerse myself completely in this world and to keep myself busy with work and school everyday so I can one day have a Master's level education in nursing, all the while touching people's lives."

REDEFINING THE DEMOGRAPHIC

CONTINUED

MEET BRITTANI MASKLEY

INTERVIEWED BY JENNIFER LONG

"I don't believe my gender contributes significantly to the projects I work on as an engineer. I have found that an engineer's contribution is all about his/her specific experiences and skills."

Alumni often come back to visit or contact their former instructors via email or phone, touching base and sharing what they've been working on and where they are headed within their chosen careers. As the alumni coordinator, I recently had the privilege of reading Ms. Maskley's application for a National Science Foundation fellowship for her graduate studies and took the opportunity to ask her some questions about her journey in a field dominated by men.

Alumnus, Brittani Maskley, MTC Class of 2013, began redefining the demographic as a welding student back when she was in high school. Her coursework complemented her ultimate goal of studying Materials Science and Engineering and working within the aerospace industry.

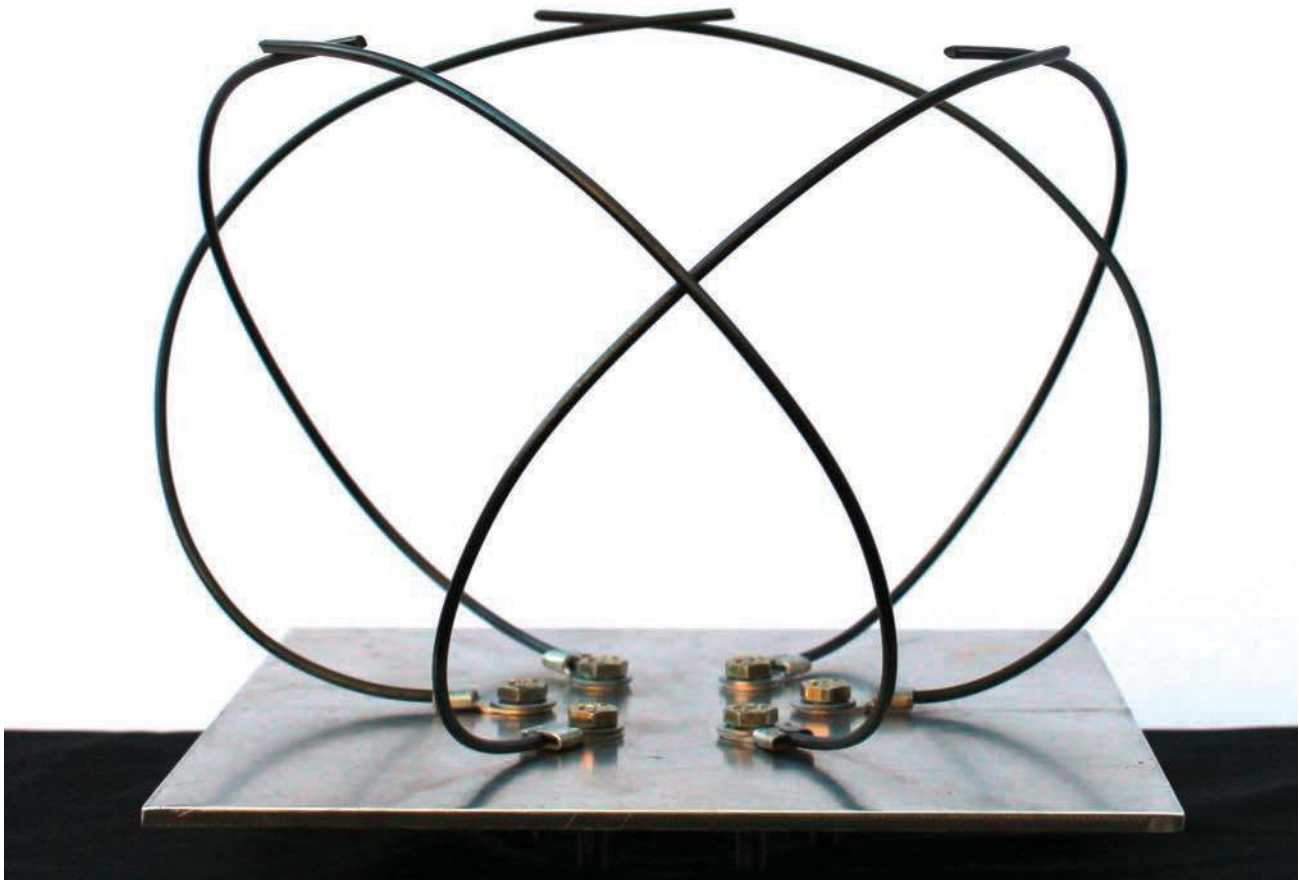
Your story is very inspiring and one that so many students would

benefit from hearing, both male and female. In addition to your success in challenging the common gender stereotypes in your aspired field of work, you mentioned wanting to further inspire young audiences by educating them about STEM fields and set a precedent for breaking barriers by minorities. What are your plans and are you working on anything at the moment?

"The graduate school research group I will be attending in the fall, Dr. Michele V. Manuel's Materials Design and Prototyping Laboratory, is always seeking to educate children and young adults about the work we perform as Materials Engineers. While studying in this group, I hope to gather students in other STEM professions and to reach out to local elementary, middle, and high schools in order to present to their students, a younger audience. These visits will include an interactive presentation to young students



BRITTANI MASKLEY



about STEM professions in the hopes of sparking interest in areas of study they may be unfamiliar with. Often, these young minds limit their future endeavors to professions and jobs they see on T.V. and believe they are expected to follow set paths based on their gender. I want to expose the youth to the numerous STEM fields out there in the hope that being told real life stories, such as my own, will prove to them that looks and gender do not dictate what they can achieve in life. A bonus is that most kids really enjoy wearing welding gear, just as most kids really enjoy looking at the shiny tools nurses get to use."

As a female in the male-dominated field of engineering, do you think your gender plays a role in any unique perspectives you may bring to projects?

"I don't believe my gender contributes significantly to the projects I work on as an engineer. I have found that an engineer's contribution is all about his/her specific experiences and skills. That is why working in teams is important as an engineer; one person may be an expert in computer simulations while another may have extensive experience fabricating prototypes. Also, every individual has a unique personality so the dynamic

of engineering teams evolve frequently."

"Don't be easy on me because I am a girl." What a terrific statement, one we all need to hear! Have you had to remind people along the way to keep challenging you because you are a female, or have you found that attitudes are changing?

"Attitudes are certainly improving regarding a woman's ability in a male-dominated field, but this progress is nowhere near being complete. As a minority woman, the best way to disprove any person who questions my ability is by example. Actions speak louder than

REDEFINING THE DEMOGRAPHIC

CONTINUED

words. Instead of reminding people to challenge me, I just show them what I am capable of and they tend to respond well! The more we empower women to enter STEM fields, the more women will prove to society that we have what it takes. Additionally, it is just as important to recognize the men, such as McFatter Technical College's Welding Instructor, James Scott, and NASA Engineer, Dr. Shaw, who welcome minority women into their fields with respect and accord."

How do you maintain the momentum and the balance?

"Maintaining momentum and balance is definitely challenging, but I thrive off of it. If I have too much free time then I am doing something wrong! I am highly organized and punctual so balancing my tasks is fairly easy. I believe the key factor in keeping momentum is my ability to give myself time for fun and to have hobbies around the chaos of school and work. For example, I love animals so at home I have one blue-eyed pit bull mix beauty named Bandit, a spiky little hedgehog named Amy, and three chill bearded dragons named Didgeridoo, Ruby and Kiara. I also like to explore the nature that Gainesville has to offer and

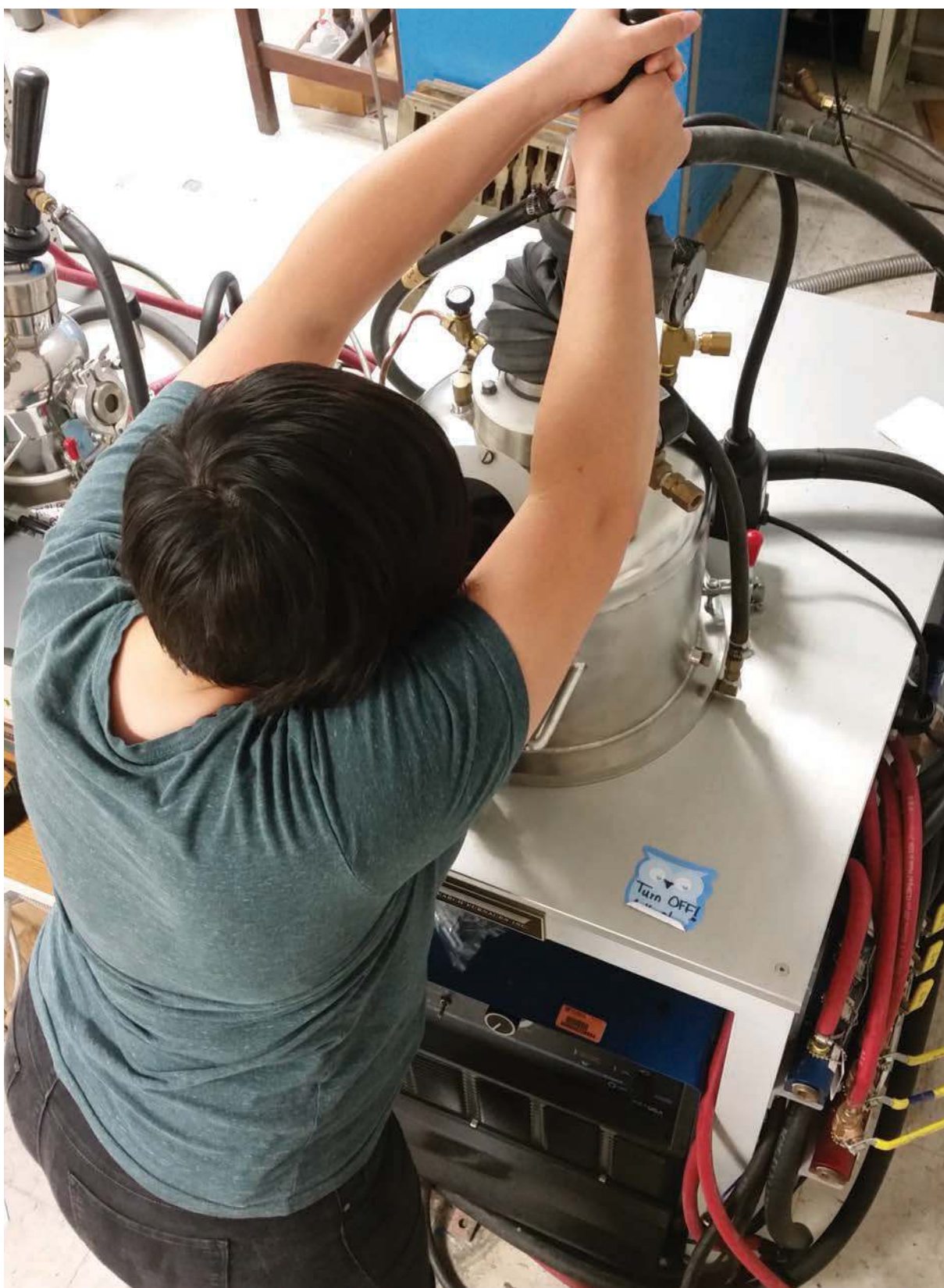
the local breweries. If I can't set aside a little time for fun then I will end up losing my mind!"

What are your plans now?

"I am receiving my bachelor's in Materials Science and Engineering with a specialization in metals on April 30th. This summer I will be attending my second internship with Dr. Harry C. Shaw at NASA Goddard Space Flight Center to continue my work on small space satellites. In the fall, after my summer internship, I will be starting the Doctorate Program at the University of Florida in Materials Science and Engineering. Once I receive my PhD, I aspire to become an engineer in the Aerospace Industry, where I can use my metals and welding knowledge to build and advance space technologies."

All of us at the Broward Technical Colleges congratulate Brittani on her recent graduation from the University of Florida, where she will continue her studies in the hopes of earning her PhD, and continuing to break boundaries and redefine the demographic.

■



BRITTANI AT WORK IN THE LAB

PLANT BASED COOKING

“Plant based cooking is one of the hottest trends right now. I believe this interest will only continue to grow as people are looking for alternatives to improve their health or simply to prevent problems from arising.”

-Patti Lang

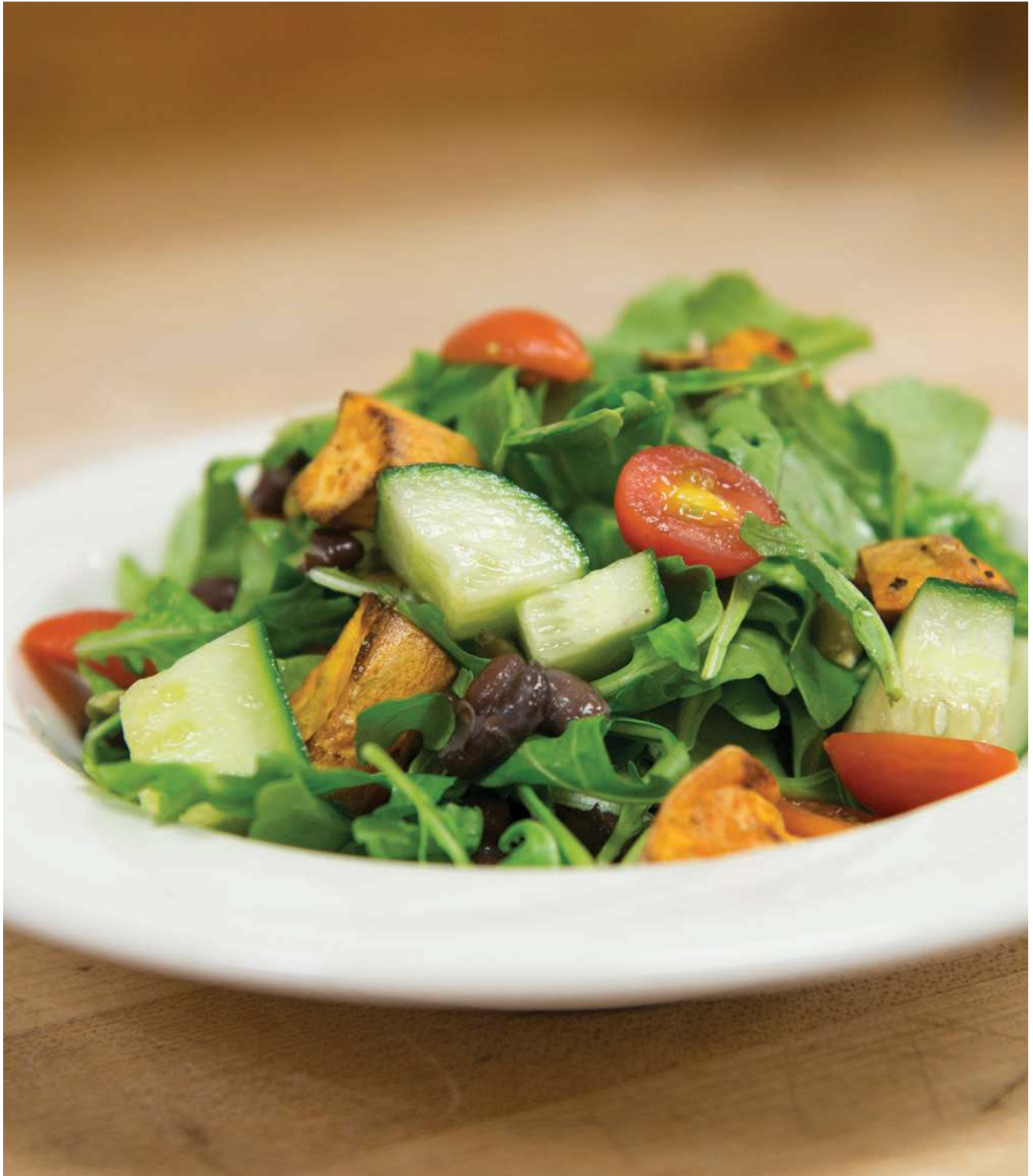
Patti Lang, a Chef Instructor at the School of Culinary Arts at McFatter Technical College, has a love and dedication to not only cooking, but healthy cooking and living. This passion for living healthy and enjoying life, inspired her to co-create a new program along with Chef Citrullo at MTC: Plant-Based Cooking. Working with Florida’s Department of Education, a full curriculum with certification has been added to the culinary department’s offerings.

Chef Patti’s background in healthy cooking influences her approach to developing a new recipe or menu. This recipe, which was created for the Barilla Pasta Contest, also pulls on her local influences as a Miami native.

“When I was brainstorming for this dish I was visualizing pasta with Cuban ingredients,” she says. A roasted butternut squash sauce is combined with Barilla whole grain elbows, topped with a fresh salsa of tomato, black beans, sweet plantains & cilantro, garnished with crispy fried leeks and a sweet plantain to create a uniquely comforting entrée. Rich in vitamins A, C, B-6, Magnesium, Potassium, Lycopene and fiber, this recipe is also an incredible option for someone who is lactose intolerant. Creamy and rich, but good for you too!

■





PEPPERCORN & CORIANDER CRUSTED TUNA WITH CHARRED EGGPLANT, HEIRLOOM TOMATO SALAD & TAHINI VINAIGRETTE

THE TUNA

6 OZ YELLOWFIN TUNA

4 MEDIUM EGGPLANT (SLICED
APPROXIMATELY 1/2 INCH THICK)

4 OZ SEEDLESS CUCUMBER
(DICED MEDIUM)

2 OZ PITTED KALAMATA OLIVES
(CUT IN HALF)

JUICE OF 1 FRESH SQUEEZED
LEMON

1 TSP FRESH OREGANO

EXTRA VIRGIN OLIVE OIL

SALT & PEPPER

THE VINAIGRETTE

2 TBS TAHINI PASTE

1 TBS FRESH SQUEEZED LEMON
JUICE

2 TBS EXTRA VIRGIN OLIVE OIL

YIELD

1 SERVING

RECIPE BY CHEF ANISH RANA, SHERIDAN
TECHNICAL COLLEGE & HIGH SCHOOL
CULINARY INSTRUCTOR

1. Marinate the eggplant slices with oregano, olive oil, salt and pepper. Grill the eggplant 2 min each side. Crust the tuna with coarse ground black pepper and spray olive oil. Grill the fish just enough so it has nice grill marks outside and is still rare inside.

2. To make the salad – add the cucumber, tomato, and olives together and season with salt and pepper and lemon juice. Let it sit for 10 min.

3. For the vinaigrette, add all the ingredients together and whisk.

4. To present the dish, lay the eggplant on the plate overlapping each other and put the salad on top of the eggplant. Slice the tuna thin and also lay on top of the salad. Drizzle with tahini vinaigrette and garnish with some micro greens.







FLORIBBEAN BUTTERNUT SQUASH CASHEW CREAM PASTA

THE SAUCE

2 LBS BUTTERNUT SQUASH

2 TBL OLIVE OIL

TT SALT & PEPPER

3 CUPS VEGETABLE STOCK

1 CUP RAW CASHEWS
(SOAKED OVERNIGHT IN WATER,
THEN DRAINED)

3 TBL NUTRITIONAL YEAST

5 LRG ROASTED GARLIC CLOVES
(ROASTED & PEELED)

DASH CAYENNE PEPPER

THE SALSA

1 1/2 CUPS DICED TOMATO

3/4 CUP BLACK BEANS (CANNED,
RINSED & DRAINED)

6 FRESH RIPE PLANTAIN SLICES,
PAN-FRIED, DICED SMALL

2 TBL LIME JUICE

1 JALAPEÑO, BRUNOISE

1 TSP SALT

1/4 CUP CHOPPED CILANTRO

THE GARNISH

6 FRESH PLANTAIN SLICES (PAN-
FRIED, CUT IN HALF LENGTHWISE)

1 CUP LEEKS (FINE JULIENNE)

1 1/2 TBL OLIVE OIL

PINCH OF SALT

YIELD

4-6 SERVINGS

RECIPE BY CHEF PATTI LANG, MCFATTER
TECHNICAL COLLEGE & HIGH SCHOOL
CULINARY INSTRUCTOR

1. Cut Butternut Squash in half, scoop out seeds and place on a sheet pan. Coat Squash with olive oil & season with salt & pepper. Roast at 350 degrees for 1 hour, or until tender. Scoop out flesh & discard skins. Yields about 2 cups cooked Squash.

2. Cook 1 pound of whole wheat pasta according to directions, al dente, shock & drain. Set aside.

3. Combine cooked squash, vegetable stock, cashews, nutritional yeast, roasted garlic in a blender and blend on high until silky smooth. Season with salt & cayenne pepper to taste.

4. Combine all salsa ingredients in a bowl, mix well and adjust seasoning if necessary.

5. Heat 1 1/2 Tbl olive oil in a sauté pan and cook leeks until golden and crispy.

6. Heat pasta and sauce together and divide mixture onto plates. Top pasta with salsa and crispy fried leeks.

Place 2 plantain halves on each plate for additional garnish. Enjoy!

MACAROONS

RECIPE BY CHEF STEPHEN WILLIAMSON,
ATLANTIC TECHNICAL COLLEGE & HIGH
SCHOOL CULINARY INSTRUCTOR

INGREDIENTS

2/3 CUP ALMOND FLOUR
1 CUP POWDERD SUGAR
2 EGG WHITES
5 1/2 TSP GRANULATED SUGAR
2 DROPS VANILLA
4-6 DROPS FOOD COLORING

EQUIPMENT

SMALL KITCHEN MIXER (WHIP)
2 BAKING SHEETS
PARCHMENT PAPER
MEDIUM SIZE BOWL
RUBBER SPATULA
PIPING BAG (STRAIGHT TIP)

YIELD

ABOUT 20-25 COOKIES



1. Preheat oven to 350 degrees. Measure all ingredients. After measuring, sift the almond flour and powdered sugar together and set aside.

2. Place egg whites into a grease free bowl and whip at medium high speed until frothy and beginning to look white. Slowly add the sugar in a steady stream. Continue to whip to form stiff glossy peaks, being careful

to not allow the meringue to get dry. Transfer the meringue to the medium bowl.

3. Add 4-6 drops of food coloring across the meringue and sprinkle 1/3 of the dry mixture across the meringue.

4. Carefully fold the dry into the meringue taking care to not deflate the meringue. When the



first addition of flour is almost incorporated add the second addition. Repeat until all dry is incorporated and the mix is smooth. If the mix is stiff and dry, sprinkle only 3 to 4 drops of water as you fold. The finished mix should be glossy and thick but not overly dry.

5. Place both pans on top of each other and top with parchment. (This is called double panning and is used

to bake the bottoms more slowly.)
6. Place the mix in the piping bag and holding the bag straight up and no less than 1/4 inch from the pan liner squeeze with even pressure while not moving the bag to form a smooth dome or mushroom cap about the size of a small egg yolk. Space about 1 inch apart in straight rows.

7. Let macaroons sit about 5 to 10

minutes before baking. Bake for 12 to 15 minutes until light golden and risen. If macaroons stick, sprinkle a few drops of water between the pan and parchment liner. Allow to cool completely before removing.

VISITING THE FBI

"To enrich the student experience our instructors arrange for field trips, like this recent trip to the new FBI facility." - J. Long

INTERVIEWED BY AURORA M. JOSLYN

Court reporting, a long-time popular program on both Sheridan's and Atlantic's campuses, is one of the longer programs offered at Broward Technical Colleges. While it is challenging and lengthy, it is well worth the time as it is high-need and high-wage. To enrich the student experience our instructors arrange for field trips, like this recent trip to the new FBI facility.

In recognition of Court Reporting & Captioning Week, February 11-18, 2017, students, graduates, faculty, and guests of the court reporting program at Sheridan Technical College toured the Benjamin P. Grogan and Jerry L. Dove Federal Building, the FBI's new facility for the Miami Division in Miramar, Florida.

The new 380,000 sq. ft. facility houses nearly 1,000 FBI employees in a centralized, collaborative, and secure workplace; LEED Gold certified with sustainability features: an extensive conservation system, solar panels, preserves a pristine

natural habitat; and saves taxpayer dollars.

The building was named in honor of Miami FBI Special Agents Benjamin Grogan and Jerry Dove, who were killed over three decades ago, on April 11, 1986, during a gunfight with two violent bank robbers in one of the deadliest shootouts in FBI history.

Our tour was led by Jeff Green, Community Outreach Coordinator, FBI Miami. Inside the lobby is a three-panel memorial display that tells the story of the "1986 FBI Miami Shootout." The display included audio recordings of actual 911 calls, radio transmissions by the FBI agents, and video news footage of the FBI shootout with bank robbers in the Suniland section of Miami on April 11, 1986. Two agents, Ben Grogan and Jerry Dove died; five agents, including Gordon McNeil, John Hanlon, and Ed Micelles were seriously wounded.

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COURT REPORTING STUDENTS AT THE FBI FACILITY IN MIRAMAR, FLORIDA



SHERIDAN GROWS WITH SOUTH FLORIDA'S TOURISM INDUSTRY

BY MARY O'TOOLE



Located on Sheridan Technical College's main campus, the Hospitality and Tourism program provides participants with the essential skills and knowledge necessary for career development in Hospitality and Tourism.

Hospitality and Tourism is one of the world's largest industries, with an ever expanding variety of jobs and careers. Florida is at the epicenter of the U.S. hospitality industry. As one of the most popular states to visit in the U.S., Florida welcomed over 112 million visitors to the Sunshine State in 2016. These numbers have consistently increased over the last decade and are expected to continue to rise. This 108-billion-dollar industry supports 1.2 million jobs in Florida. Sheridan Technical College is Broward County's best resource for students (of any age) interested in training for a career in this growing field.

Located on Sheridan Technical College's main campus, the Hospitality and Tourism program provides participants with the essential skills and knowledge necessary for career development in Hospitality and Tourism. Training includes supervision and management skills, hotel operations, guest service, sales and marketing, combined with basic computer training in a variety of software platforms. The course is offered in a blended program that combines traditional classroom instruction, online course work, and hands on experience with industry software. This program prepares participants for careers in all aspects of Hospitality and Tourism including, but not limited to, hotels, casinos, cruise lines, tour operators, and travel agencies.

With the world of Hospitality and Tourism extending into many career fields, Sheridan Technical College is also a perfect choice for those in the industry to further their education and open doors into exciting new areas.

Adrian Vanni, a current Sheridan Technical student and employee at Seminole Hard Rock Hollywood, has always been involved with restaurants growing up with delis as the family business. He has been focused on learning more about hotel operations and found that recreation and guest service is something he really enjoys.

"I wanted to see what the hospitality industry had to offer outside of working in a restaurant. It has really opened my eyes to all of the opportunities this industry has to offer.

■



To learn more about STC's Hospitality and Tourism program or to learn more about Sheridan Technical College call 754-321-5400 to set up an appointment and get your new career started today.



CONSTRUCTION BEGINS AT SHERIDAN TECHNICAL COLLEGE IN HOLLYWOOD, FLORIDA

A LOOK BACK 50 YEARS

BY JENNIFER LONG

To promote excellence in academic, career and technical studies in order to prepare students to enter and remain competitive in a global workforce.

Technical Education in Broward County had its start over 50 years ago. Back in the 1960s, South Florida was experiencing the first of many growth phases, both in population and infrastructure. The demand for technical workers in a variety of areas was great. Visionaries like Winnie Dickinson, Glenn Sanderson, Phil Regensdorf and Laurence Page saw the potential for extending these opportunities to people living in one of the fastest growing counties in the nation. September 1965 launched the start of surveys and planning for a December deadline on a county bid. Broward County successfully obtained this 3 million dollar bid for a project to span over 3 phases, which would serve thousands of adults and high school students every week.

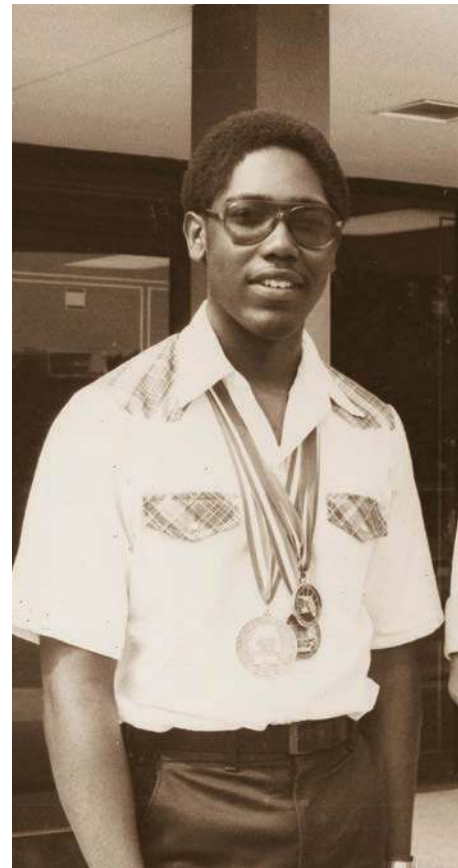
Twenty-three trade subjects were identified and a school location large enough to hold the labs and training spaces needed was

proposed. September 14, 1967 saw the opening of Sheridan Vocational Center, now Sheridan Technical College (STC), with Glenn Sanderson as the first director. The first term of classes started with high school share-time students in culinary arts, but quickly the campus at 5400 Sheridan Street became full with other program offerings. Facilities were created for data processing labs, surgical and lab assistants, cooking demonstration labs/theaters, child nursery labs, business rooms, vocational offices, educational offices, PBX, reupholstering workshops, home kitchen, hotel/motel work, switchboard front and a national cash register room to name a few.

Meeting the needs of the local community, providing education and skills training to obtain high wage jobs in a variety of areas, STC continued to grow and thrive. Programs were continually being

A LOOK BACK 50 YEARS

CONTINUED





Sheridan Vocational Center

By CATHY GROSSMAN
San-Tamara Staff Writer

All education is vocational, according to Mrs. Shirley Kirsh, vocational counselor at Sheridan Vocational Center. "Education prepares the student for a place in life. At Sheridan Vocational Center we provide training toward specific careers," she said.

Sheridan Vocational Center, 56th Avenue and Sheridan Street, is one of three centers in Broward County which trains students.

"We give those in school vocational training so they will graduate with a salable skill and we provide the drop-out with a chance to come back and learn a skill." A dropout must be 18 and have special permission to take classes which do not have prerequisites.

The criteria for admission to the center is aptitude as determined by special testing, attendance record to determine serious students.

Programs



A LOOK BACK 50 YEARS

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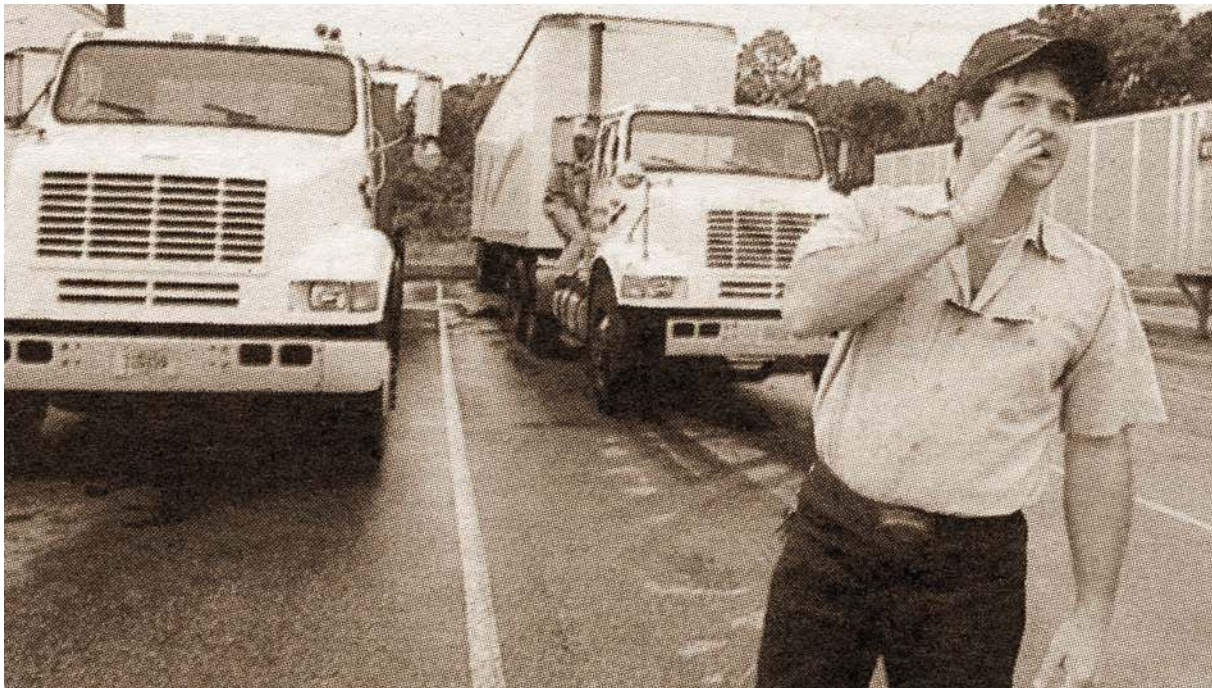
“As relevant now as it ever has been, Career Technical Education is at the forefront of national conversations on education.”

added and revamped, as dictated by the needs of the workforce in South Florida. This high success resulted in the realization of the need for another technical center. In 1973, Atlantic Vocational Center, now Atlantic Technical College (ATC), opened its doors in Coconut Creek to students in the north area of Broward County. It quickly grew in both enrollment numbers and size. Along with their large selection of technical programs, ATC is home of the Apprenticeship Program, offering 19 different trade options for working students.

In 1985, McFatter Technical Center, now McFatter Technical College (MTC) opened in Davie, adding the much-needed element of technical training to the South Florida Education Center (SFEC), and completing a vision of then superintendent, Dr. William T. McFatter. The addition of MTC brought with it the Broward Fire Academy and Becon-TV for television production classes.

The campus of the SFEC is home to the Nova K-12 schools, Nova Southeastern University, Broward College, and Florida Atlantic University. These institutions work collaboratively







A LOOK BACK 50 YEARS

CONTINUED





to provide a variety of educational options for students of every age and background.

MTC opened the first magnet technical high school in 1998. In 2002 ATC opened its own magnet technical high school with STC opening the third in 2014. All three schools offer an extraordinary education and opportunity for local students to earn a technical certification while completing their high school diploma. Staying ahead of the curve in technology and innovation, these unique high school settings feature updated classrooms that encourage today's learners. Online and hybrid models appeal to a variety of students as they move through their technical curriculums.



As South Florida grew in population and roadways changed, STC director, Bob Boegli saw the opportunity to relocate some of the programs in Transportation, Distribution & Logistics to STC's west campus. In 2012 Sheridan West opened its doors, adding nursing and ESOL options for potential students in the southwest area of Broward County.



2014 was a banner year for the Broward Technical Centers (BTC);

"Three magnet technical high schools, along with dual enrollment options, offer even more educational opportunities for Broward students."



A LOOK BACK 50 YEARS

CONTINUED





A LOOK BACK 50 YEARS

CONTINUED





The name change from Center to College came with a change in perception.

Atlantic, McFatter & Sheridan, officially changing their names from centers to “colleges.” As the first technical schools in the state of Florida to change their names, the BTCs continue to lead this effort and encourage a shift in perspective in how technical education is viewed.



2014 also saw the addition of a new campus for ATC at the Arthur Ashe Jr site in Ft. Lauderdale. And again in 2016 ATC saw further growth with their collaboration with Coconut Creek High School and the addition of its Technical Academy.

At each BTC campus, one will still find that spirit of innovation and commitment to education. The schools morph and change with the times, responding to community needs. Under the strong leadership of the current directors; Bob Crawford at Atlantic, Jeanette Johnson at McFatter and Bob Boegli at Sheridan, a supportive work environment has been created where faculty and staff are encouraged to grow and challenge themselves. This atmosphere is contagious, and students at the technical colleges often move on to impressive careers and higher education opportunities, as they become self-directed and lifelong learners.



A TECHNICAL ADVANTAGE

BY LILLIE HENRY, MARI LEE & SUSAN COLLINS

In 1997, D. Robert Boegli, the director of McFatter Technical Center (now McFatter Technical College), had a vision for an innovative high school where students graduate with a certificate to build a future on, whether they go straight into the workforce or go on with their education at a post-secondary institution. In 1998, William T. McFatter Technical High School's legacy began as teenagers entered the first technical high school in Broward County. Twenty years later, Jeanette L. Johnson leads our "A" graded "Blue Ribbon School of Excellence" with a mission to promote excellence in academic, career, and technical studies in order to prepare students to enter and remain competitive in a global workforce.

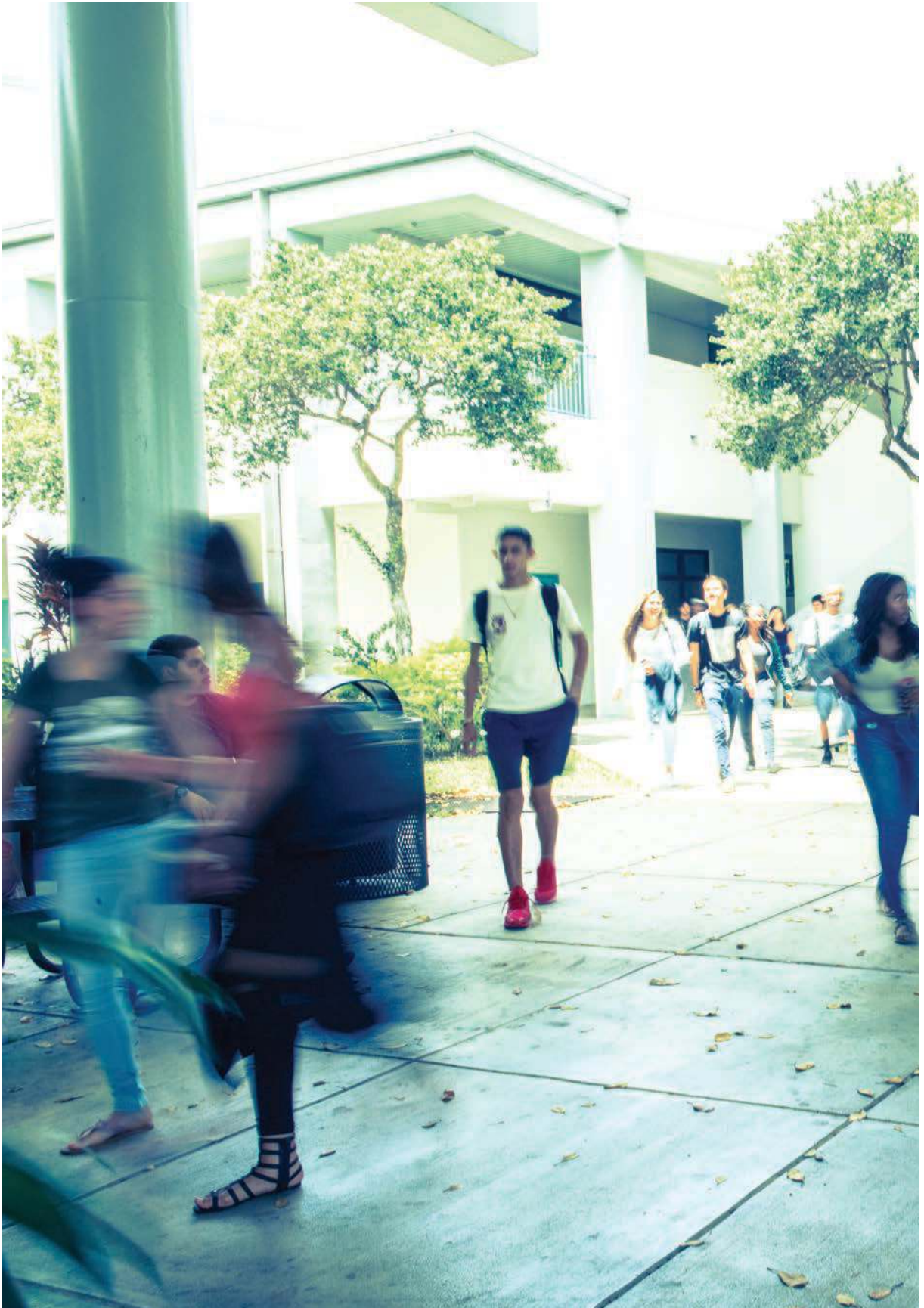
Following a "school within a school" model, every student completes a rigorous academic program, as well as training in a technical area. Our students dually graduate from the high school and technical college receiving both their high school diploma and technical

certificates. Ninety-seven percent of our students go on to a college or university once leaving McFatter, including prestigious institutions such as Harvard College, Notre Dame, University of Chicago, Duke, Columbia University, and Cornell, as well as appointments to West Point, Coast Guard and Naval Academies.

Throughout the last two decades, McFatter has received countless accolades including, but not limited to, consistent placement as a top 100 "Florida Best High School" according to US News & World Report, designated one of "America's Best High Schools" by Newsweek, recognition as a National Model School, the first high school recipient of National Wildlife Federation "Green Flag" Award in Florida, and the long standing "A" School rating by the State of Florida since 2001.

With the consistent successes throughout the life of the "All Magnet" high school, it is not only our focus on relevance and rigor, but also the relationships built that we treasure. With the smaller

In 1997, D. Robert Boegli, the Director of McFatter Technical Center, had a vision for an innovative high school where students graduate with a certificate.



MCFATTER TECHNICAL COLLEGE & HIGH SCHOOL

A TECHNICAL ADVANTAGE

CONTINUED

school environment, a culture of support has been fostered through “small learning communities” that are built in ninth and tenth grade based on academic placement and then through technical programs in the later years. Ryan Samaroo, a graduate of one of the communications program in 2011 said it well, “You could go to any high school and get a diploma, but what McFatter does is build relationships with your classmates and teachers.... I have made lifelong friends at McFatter”. The faculty, staff, and administration are continuously committed to providing a quality education to all of our students. We are building their future, and ours through their rigorous education. With graduates attending and receiving degrees from universities across the world, and establishing themselves as leaders in their industry, William T. McFatter Technical High School is doing its part in innovating the world.

Atlantic Technical High School was established in 2002 as a full-time public magnet high school on the campus of Atlantic Technical College in Coconut Creek. Our mission is to promote excellence in academic, career and technical studies by providing each student with opportunities to achieve a college-ready high school diploma with merit and scholar designations, a technical program certificate offering dual enrollment quality points, an industry certification and/or license, and articulated college credit. Our magnet program has been awarded National Magnet School of Distinction and Excellence status and has been designated as a National Model School. Metis Associates, a national research and evaluation firm, has previously



recognized Atlantic Technical High School as being in the top 80% of high performance magnet programs “that offer multiple career technical and adult education pathways that help prepare students for immediate high wage careers or post-secondary education.” Lily Schleider, a high school 2017 graduate in the machining technologies program, stated, “ATC is a rigorous school, the courses are great and the teachers are even better. I thrived at ATC and I have no doubt that I will be ready to take on the academic rigor of college.”

ATC has earned the reputation in the Washington Post as “one of America’s most challenging high schools” for the past three years. In addition, ATC has been recognized

Atlantic Technical High School was established in 2002 as a full-time public magnet high school on the campus of Atlantic Technical College in Coconut Creek.



every year since 2008 as one of the “Best High Schools” Silver Medal recipients by U.S. News and World Report. ATC’s personalized education, combined with its rigorous academics and hands-on experiences in the technical programs, has been recognized in Newsweek as a “high school beating the odds,” helping students succeed. As an “A-rated” school and among the top 3% of high schools in Florida by the U.S. Department of Education, our students have had college acceptances throughout the nation, ranging from Amherst, Brigham Young, Cornell, Duke,

Emory, Johnson and Wales, Northwestern, Princeton, University of Florida, University of Miami, University of Southern California and

Sheridan Technical High School is a state of the art technology magnet that combines the rigor of online technical education with the experiences of a traditional high school.

many more. With a 100% graduation rate for 2017 and 2.1 million dollars in academic scholarships, our students are well prepared and uniquely qualified to pursue any career or educational path they choose after graduation. Our director, Mr. Robert Crawford states, “We take ordinary students and give them extraordinary opportunities to meet the challenges of their future.”

Sheridan Technical High School (STHS) is a state of the art technology magnet school that combines the rigor of online technical education with the experiences of a traditional high school. STHS’s vision is to provide students with the occupational, academic, and higher-order thinking skills needed to function effectively in college, a



SHERIDAN TECHNICAL COLLEGE & HIGH SCHOOL

A TECHNICAL ADVANTAGE

CONTINUED



PICTURED ABOVE: MARI LEE (LEFT), SUSAN COLLINS (CENTER) & LILLIE HENRY (RIGHT)
MAGNET COORDINATORS FOR ATC, STC & MTC RESPECTIVELY.

technologically advanced society, a globally competitive marketplace, and an information-based economy. This is achieved by infusing and utilizing the latest technology available in delivering academically challenging curriculum and technical studies instruction, and establishing a physical environment that mirrors the college and workplace.

All academic classes are taught at Honors or Advanced Placement (AP) level, and curriculum is delivered through a 4 by 4 block schedule which more closely follows how college courses are delivered and enables students to earn a total of 32 credits upon graduation. The rigorous curriculum is delivered through a blended approach: either

online and/or face to face. Each student is issued a laptop computer to use at home and in school, and each classroom is equipped with two-way interactive technology that allows teachers to deliver their instruction virtually.

STHS sets high expectations and enables students to reach their maximum potential by integrating human, physical, and technical resources to obtain educational excellence. Students are given the opportunity to earn a college-ready high school diploma, college credits, industry credentials, and certification in one of 20+ technical fields, preparing them for the 21st century workforce.

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CLAUDIA DE BRITO: A MCFATTER ESOL SPOTLIGHT

BREAKING BARRIERS

BY AMY JOHNSON

"Don't get frustrated, every day you can learn something new!"

Approximately 4,700 miles stand between Argentina and South Florida. But for former McFatter student Claudia de Brito, it meant a whole new world of opportunities. For Claudia, studying English was her first step towards learning about this new culture. She started other courses prior to attending McFatter, but soon realized that they didn't compare. McFatter Technical College was her best choice.

With McFatter's ESOL program (English for Speakers of Other Languages), Claudia was able to learn and practice grammar, listening, reading, and conversation techniques. Moreover, she received information on living in the U.S. with regards to local rules, customs and even how to apply for a job. When it came

time for Claudia to finish the ESOL program, she was ready to search for employment and make a fresh start in this new town. McFatter Technical College's career center was there to help. She received guidance on how to compose a resume and cover letter, as well as how to search for a job and tips of dressing for an interview.

Because of her perseverance and willingness to learn, she was able to secure a job in the Broward County Public School system as a childcare monitor. Similar to her previous experience in Argentina, she supervises children, prepares meals, and organizes activities. She develops schedules and routines to ensure that the children get enough physical activity, rest, and playtime.

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MEET SIOBHAN STEWART

INTERVIEWED BY KELLY ELLIS BONNY

Congratulations to Siobhan Stewart, Sheridan Technical College's Outstanding Student of the Year 2017!

Siobhan is a Certified Medical Assistant and a Certified Nursing Assistant. She currently works full-time as a Medical Assistant/Clinical Coordinator for Sheridan Healthcare on-site at Memorial Regional Hospital and South Broward Community Health Services. Siobhan's current responsibilities include handling insurance authorizations, assisting with billing, checking patients in and out, taking vital signs and collecting lab specimens. When Siobhan has free time, she works as a Certified Nursing Assistant as needed. She enjoys providing care and showing compassion to all patients.

What program did you take at Sheridan and why?

"I took two programs at Sheridan. I completed Child Care Center Operations/Florida Director Credential in 2016, and I completed Business Management and Analysis in June 2017."

What did you enjoy most about the program(s)?

"I loved the fact that I did not need to meet face-to-face but I could get

face-to-face support if needed. The program structure is convenient and the format was easy to understand. I could go online and work any time that was best for me, which often was late at night or over the weekend. I appreciate how the online format helped develop my organizational skills. Taking an online class, I was able to work ahead to meet future requirements and there was room for flexibility when I needed it."

Tell us about your experience with Sheridan's faculty.

"There were several great instructors who supported me. Ms. Hatter-Garcia and Ms. Michaels were always helpful and available. Ms. Perez assisted me at the start of my business program. Ms. Curry was always happy to answer my many questions and provided constant support. My Guidance Counselor, Ms. Clark, stayed with me from start to finish. I felt constantly supported and never felt disconnected from the school, even though my classes were all online!"

What is your goal after graduation/ what are your plans for the future?



"My goal is to open a business. The programs I took at Sheridan will assist me on this path. One business I am considering is an affordable childcare center, for average parents. Childcare is expensive and I know I can develop a plan to provide quality affordable childcare, in a safe neighborhood. I would also like to own and operate an assisted living facility. I want to provide quality care to elderly people who may not have anyone. I love doing hair as well. One day I might return to Sheridan to take cosmetology so I can become a licensed cosmetologist. Then I can provide beauty and personal care services in my assisted living facility."

What would you say to someone in the process of choosing a school to continue their education?

"I recently told my daughter, Ja'vonna, to find something of interest at Sheridan and take

the program! There are a variety of on-line classes available. The value is excellent! The convenience of an online class allows one to continue working or taking care of responsibilities at home while still attending school. This also allowed me more time with my children, 18 year old Ja'vonna and 1 year old Janae."

How can Sheridan support you going forward?

I am glad to know I can contact Sheridan's Career Center and the BTC Alumni Association anytime in the future. I appreciate a point of contact at the college, and support being available to me as an alumnus. It is important to me to have access to staff I can share ideals with, who will offer suggestions and help lead me in the right direction to future opportunities and resources.

■

WHAT IT TAKES TO BE A NURSE

VISITING THE PRACTICAL NURSING GRADUATION CERIMONY

BY SHANNON DWYER
PRACTICAL NURSING DEPARTMENT CHAIR

"Our Practical Nursing program is quite rigorous and demands a great deal of time and effort."



THE CEREMONY OF LIGHTS

Becoming a nurse is one of my proudest accomplishments. It has afforded me a wealth of experiences, presented me with interesting challenges and, most importantly, put me in a position as the Department Chair of the Practical Nursing program at McFatter Technical College to positively shape the lives and careers of hundreds of men and women who aspire to devote their lives to helping others.

What is most interesting is that my career journey started out very much like the students I see every day. I graduated from nursing school in 1990 – and on that day I believed that the learning part of my journey was thankfully behind me. Little did I know that my education was just beginning.

I was not a particularly good student in high school. Yet even as I meandered my way through my public education, I had a passion for nursing. In middle school I became a “candy striper” at the local hospital simply to watch nurses at work. As I got older – and much like many of my past and present nursing students – my life took many twist and turns.

In my mid-twenties I found myself in a dead end job and very unhappy. I knew something had to change. My passion and desire to be a nurse continued to haunt me. For months, I talked myself out of enrolling in nursing school. I would tell myself, “You can’t afford it. You’re not smart enough. There’s no way they will admit you.”

However, after one particularly bad day at the dead end job I decided it was time to make my dream come true. I went to the local technical college and applied for nursing school. I had no idea how I was going to pay for the program or where I would find the time for school. I just knew that a nurse was what I was meant to be.

One thing I can share with my students is that the education it took for me to become a nurse is just as rigorous as the program our students go through today. And like our students, I thought the amount of work was daunting. Having not been a particularly good student, I was scared to death every day that I was not going to make it. To make matters worse, one of my first professors was a former military sergeant. She made me practice skills – over and over and over again! Her tests



were continuous. But I survived – and gained the skills and depth of understanding about what it would take to become a nurse. And after surviving her “boot camp” I knew I had it within me to achieve my goal.

Today, as the Department Chair, I see many students struggle with the same things I struggled with. Yet, when I see that one of my students has that same passion that I had, I find that more often than not that, no matter what challenges they face in their lives, they will succeed. When I served as an instructor, on the first day of class I would always ask each student to stand and introduce themselves and state why they chose nursing as a profession. It always amazed me how invariably a student or two would become emotional and tear up when they spoke about why they wanted to be a nurse.

■



THE BROWARD FIRE ACADEMY

THE BROWARD FIRE ACADEMY

BY MARK WILSON

“...Each instructor brought something different to the table and used different methods to motivate and challenge me. I am grateful for their time and all the things they taught me, and the ways they pushed me to better myself.”
-Recruit, MS Day Class 271

Broward Fire Academy Emergency Medical Technician is a full-time program, typically offered three times a year, with either day or evening classes available. Once a recruit completes the EMT program he or she is eligible to test for the “National Registry of Emergency Medical Technician” certification. The next step in a recruit’s fire service career at the Academy is the 398-hour entry-level firefighting, or Minimum Standards (MS) program.

The MS program includes training in topics such as fire prevention, fire behavior, building construction, fireground operations, search and rescue, vehicle extrication, hazardous materials identification, and wildland firefighting.

The MS program concludes with the recruits participating in the practical portion of the State of Florida Bureau of Fire Standards and Training certification test. The Minimum Standards program is offered four times a year as a full-time day program, or two times a year as a part-time evening program. Once a recruit is certified as a firefighter he or she can return to the Fire Academy to participate in continuing education classes including such as Rope Rescue, Confined Space Rescue, Trench Rescue, Structural Collapse Rescue, Incident Safety Officer, and Live Fire Training Instructor.

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TEN COMMON INTERVIEW MISTAKES

BY CAREER SOURCE BROWARD

The team at Career Source Broward explains what you can do to avoid making the most common interview mistakes.

1. MAKING A BAD FIRST IMPRESSION

First impressions count. You should always aim to arrive at an interview at least ten minutes early. Also, don't walk into an interview looking untidy. If you look messy, people will assume you do messy work. Look neat, clean and presentable. A good rule-of-thumb is to dress so you'll fit in with the people interviewing you. Limit distractions, and pay attention to your body language. Do not slouch in the chair. Sit up straight and make good eye contact with the interviewer. Be sure to introduce yourself, and firmly shake hands with the interviewer.

2. LACK OF PREPARATION

Showing you have taken the time to research an organization and the position you are interviewing for is not only very flattering, it also creates a positive first impression as it shows that you have a genuine interest in them and have invested time in getting background information on

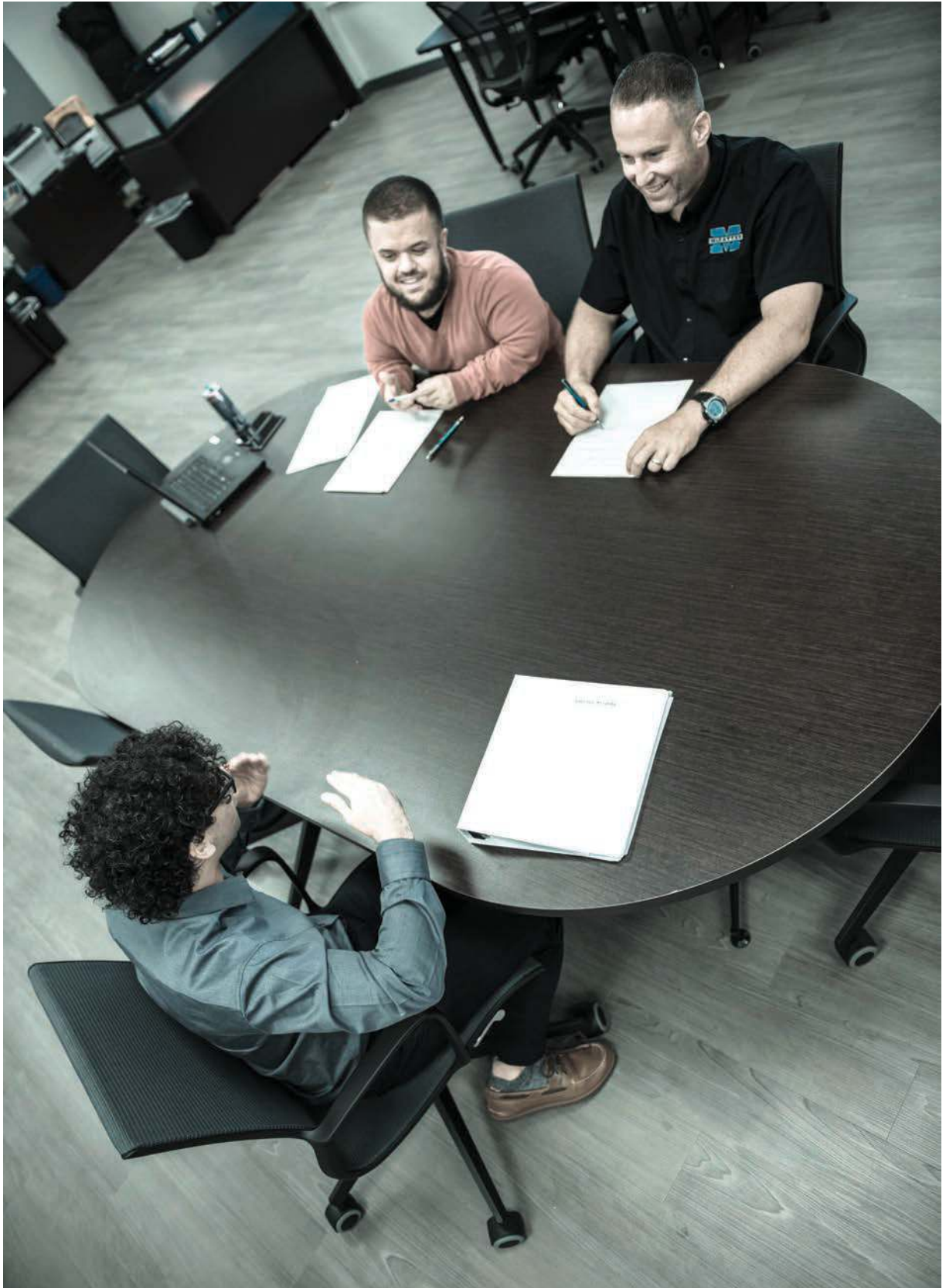
them, their competitors and industry sector.

3. FAILURE TO EMPHASIZE YOUR STRENGTHS

The interview is your opportunity to let the employer know your strengths. It is essential that you confidently and comfortably articulate your strengths. Explain how the strengths relate to the company's or department's goals and how they might benefit the potential employer. If you repeat your strengths than they will be remembered and if supported with quantifiable accomplishments, they will more likely be believed.

4. FAILURE TO INCLUDE CONCRETE, QUANTIFIABLE DATA

Don't talk in generalities as generalities fail to convince interviewers that you have the skills, knowledge and experience that they seek. Include measurable information and provide details about specific



STEVEN PERRY (TOP LEFT) & PRESTON SELVANIK (TOP RIGHT)
WORK WITH A STUDENT TO PRACTICE INTERVIEW SKILLS

TEN COMMON INTERVIEW MISTAKES

CONTINUED



"Most mistakes are easy to avoid if you know how to avoid them, or overcome them entirely."

accomplishments when discussing your experiences and strengths.

5. ANSWERING QUESTIONS POORLY

This could mean talking for too long-or not long enough. Or it could be a result of not listening properly, or not asking the interviewer to clarify. Be a very attentive listener and pay attention closely to what the interviewer is asking. Also, figure out why the question is being asked and be sure to address it in your response.

6. LYING DURING THE INTERVIEW

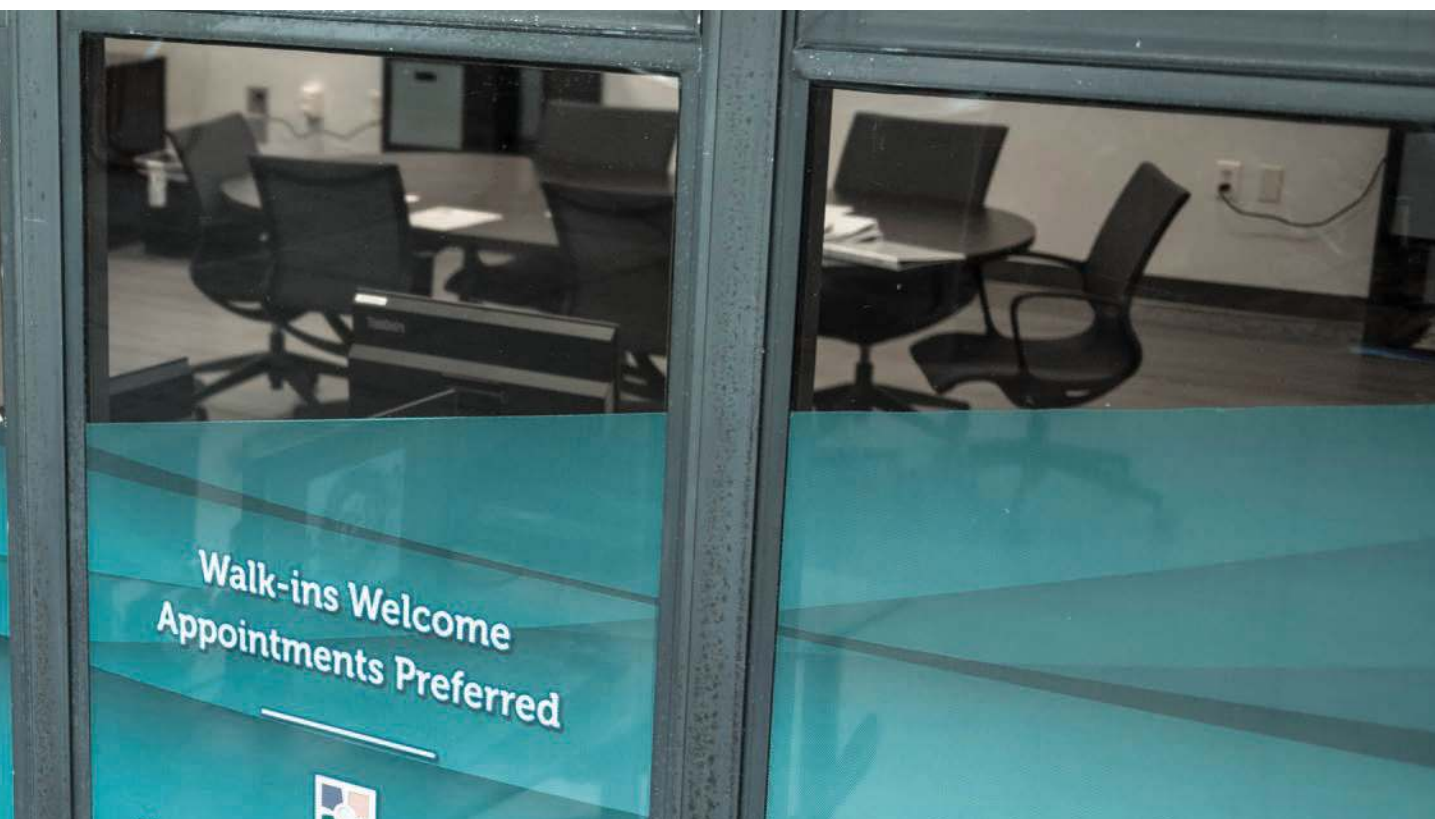
Lies, whether big or small, have no place in interviews as reference, background, and credit checks have become the norm. Lying will tarnish your reputation and waste everyone's time and energy. It is important to

be truthful about any unpleasant aspects of your past work history, but keep the details as succinct and positive as possible.

7. NOT HAVING ANY QUESTIONS FOR THE EMPLOYER

A common final question by the interviewer is "Do you have any questions for us?" One of the worst responses to this question is "No, I don't think so." You should have some questions for the employer! This is the opportunity to show the interviewer that you prepared carefully for the interview that you prepared carefully for the interview and have given significant thought to the position you are applying for.

"What does a typical day working for Company X look like"



"What type of skills do you look for in a candidate for job X?"

"Does Company X have any development programs in place for new hires?"

"Could you please tell me about your own career path and how you got to your current position?"

"What has been your most rewarding experience working for Company X?"

8. NOT CLOSING THE JOB INTERVIEW POSITIVELY

Make sure you thank the interviewer for his or her time and shake the interviewer's hand. Don't forget to let him or her know that you look forward to hearing from the

company soon. Express your interest in the position.

9. FAILURE TO FOLLOW-UP

It is strongly recommended that you send a thank you letter, note, card or e-mail after an interview to thank the interviewer for their time and consideration. Following-up the "golden key" to getting hired. It shows that you are truly interested in the position, that you have a positive attitude and that you can take the initiative. Interviewers often meet with many candidates as part of the interview process. They need you to remind them of your candidacy and why you are the best person for the job. The job application process does not stop after shake hands at the end of an interview. Go the extra mile and send a thank you note.

10. STOPPING JOB SEARCH WHILE WAITING FOR A RESPONSE

Even if your interview for the job of a lifetime went well, don't freeze your job hunt while you wait to hear back. For a variety of reasons you might not get the job, or you might stumble upon an even better opportunity. You don't have anything to lose by continuing the hunt.

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A CAREER OF THE FUTURE: BUILT ON STONE

BY MIKE ZUAZO

What does one get when one combines a 21st century industry with one of the oldest industries in history? The result is a company with a rock-solid foundation that leverages the full power of the web to promote, market, and sell high end stone-based products from a specific quarry in Turkey, making this a truly great American success story. McFatter Technical College is proud to be a part of Atlantic Stone Source LLC's history in the making.

In 2005, Ozzie Gomez, CEO, envisioned investing in the USA Market after being in business for over 22 years in Kutahya, Turkey, where he owned a small marble factory. He sent his son, Kamil Olcar, to the United States in July of 2005 to start Hurok Marble LLC. New to this country and not knowing the language, Kamil ventured to take on the challenge. Soon, he began importing direct container loads of travertine tile and pavers. The

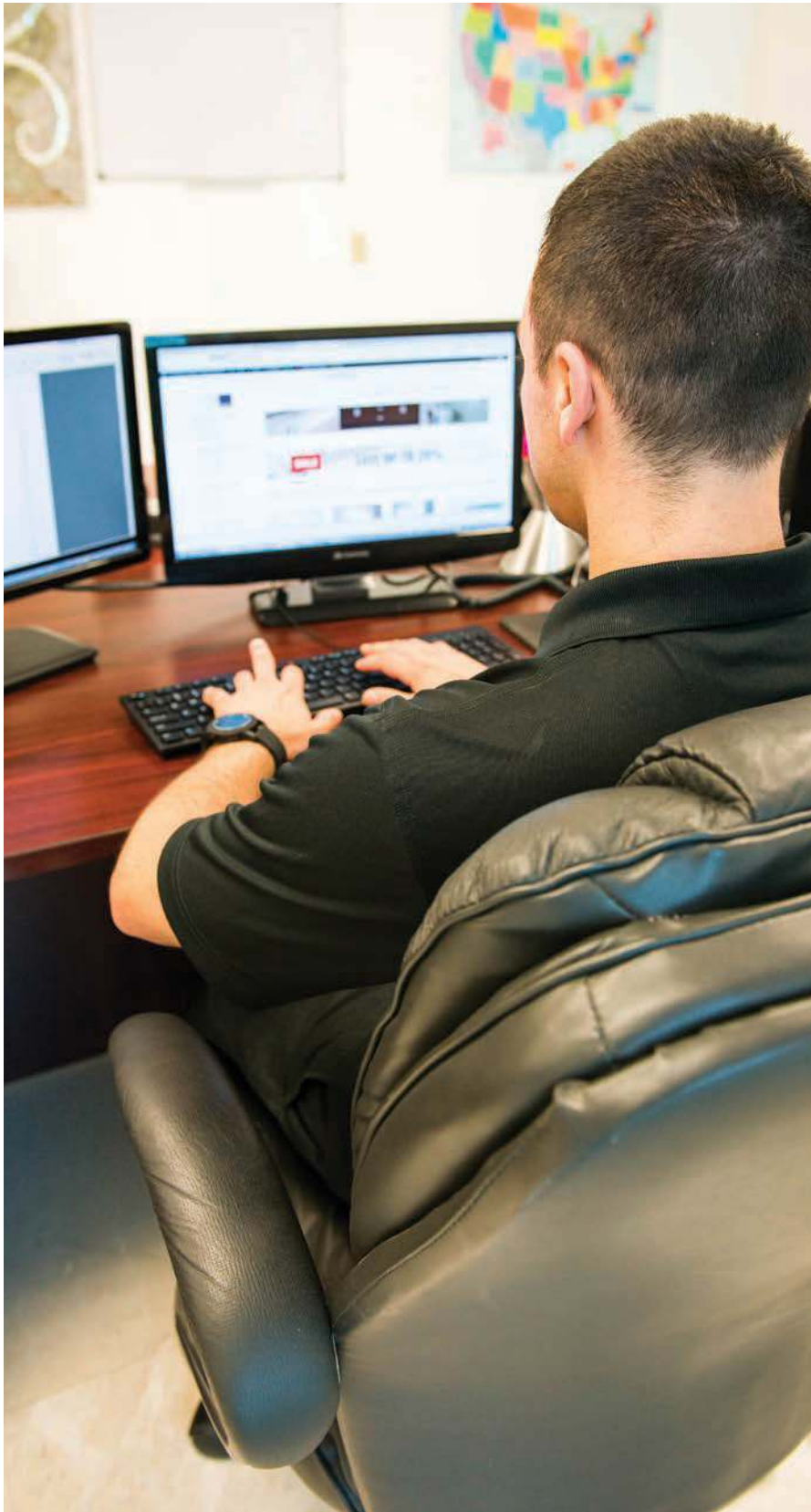
company grew large enough to hire key personnel; success was in sight! Along the way, Ozzie Gomez, CEO, continued to invest in Turkey and in the USA to maintain a solid global growth. Today, with over 25 employees and over \$20 million in annual sales, Hurok Marble LLC (Atlantic Stone Source) has become one of South Florida's largest natural stone importers and distributors servicing the South East, North East, Central, and Midwest markets in the United States. Atlantic Stone Source also services the Caribbean Central and South America. Future plans include a brand-new facility in Pompano Beach to serve as the new headquarters.

One of Atlantic Stone Source's main goals is to leverage the web to gain access to global markets. McFatter Technical College has been training and providing professional, essential web developers required to help them reach their goals. Leveraging the web required

To see their work first hand, visit **atlanticstonesource.com** and follow them at **facebook.com/AtlanticStoneSource**.

A CAREER OF THE FUTURE: BUILT ON STONE

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A CAREER OF THE FUTURE: BUILT ON STONE

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"I believe that we have an obligation to meet the industry, and when possible, a specific company's labor needs with the appropriate training and real-life experience."

setting some very specific goals, according to Marketing Manager Anna Centeno.

Hiring the right people for these tasks has been a challenge in the past. Advertising for a position on employment websites can be expensive, and posting jobs on websites like Craigslist can have its own challenges as well. One of those challenges, according to Anna Centeno, is determining the true background and experience levels of the perspective applicants. This has led to a high turnover rate (seven employees in three years) that further delays attaining the company's goals. According to Ana Centeno, "It has been easier to hire and train graduate students from

the Web Development Program at McFatter Technical College because we know, specifically, what knowledge and hands-on experience they have acquired." This has led to a very special relationship with Mike Zuazo, Web Development Program Instructor and IT Department Head. "I believe that we have an obligation to meet the industry, and when possible, a specific company's labor needs with the appropriate training and real-life experience. By meeting with their marketing team, we've been able to better match prospective student/employees and provide extra training and company orientation, making us a very reliable labor source," says Mike Zuazo.



Nathan Bass, the most recent addition to the Atlantic Stone Source family, is another great MTC Web Development success story. With absolutely no prior web experience, Nathan accomplished his educational goals in just ten months and was hired even before completing the program. "Nate just demonstrated a very high work ethic and a willingness to learn as much as possible," according to his instructor, Mike Zuazo. "I couldn't be any happier here," says Nathan Bass. "They (Atlantic Stone Source Marketing Team) have been fully supportive. Our teamwork succeeds because we have various talents that complement each other. My goal here is to advance my web development skills as much

as possible. I do feel more comfortable now, but I'm still learning."

If the mission of Atlantic Stone Source is to exceed customers' expectations in quality, delivery, and cost through continuous improvement and customer interaction while maintaining a core belief that the company is measured through the success of all of their employees, then MTC is working hard to provide the necessary web skills so that today's students are tomorrow's webmasters.

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"I couldn't be any happier here,"

NATE BASS
MTC WEB DEVELOPMENT ALUMNI

APPRENTICESHIP PROGRAMS AT ATLANTIC TECHNICAL COLLEGE

EARN WHILE YOU LEARN!

BY ROSEANNE FARINO

Air Conditioning
Industrial Pipefitter
Brick & Block Masonry
Line Erector
Carpentry
Machining
Electrician
Painting and
Decorator
Elevator Constructor
Plumbing
Glazing
Roofing
Heavy Equipment
Operation
Structural Steel Work
Industrial Machinery

Apprenticeship is a great opportunity available to anyone interested in learning a trade while working in the field. It provides an opportunity to get hands-on training in many specialized construction fields with minimal out-of-pocket cost. Atlantic Technical College is the coordinating institution for the largest group of apprenticeship programs in the state of Florida and offers students 18 different apprenticeship programs (joint and non-joint) to choose from.

The programs vary from two to five years in length. Most of our programs are approved for Veterans Administration funding. Each apprenticeship program has a defined set of program standards which must be aligned with industry occupation standards to provide authenticity and consistency in certification.

Apprenticeship programs give apprentices the opportunity to "Earn While You Learn".

Apprentices work full-time during the day for a sponsoring employer learning the skills of the trade through on-the-job training

along-side a journey person. Each apprentice is required to participate in a specified number of hours of related classroom training. While in the apprenticeship program apprentices earn a progressive wage; as their skills increase, their wages increase.

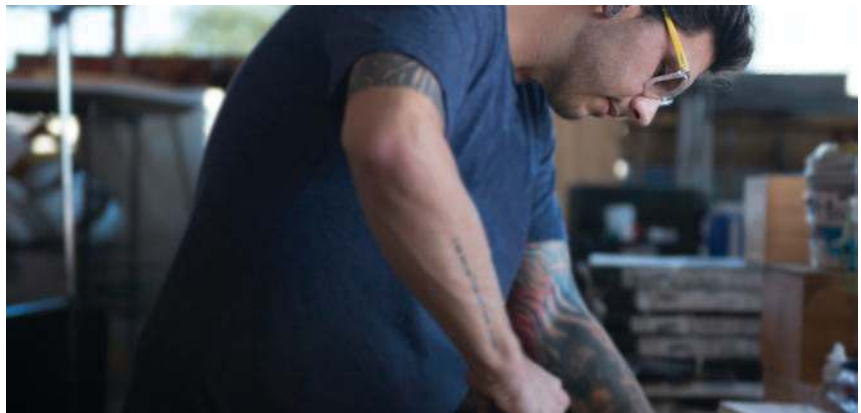
Upon successful completion of the program, the apprentice is considered a journey worker and is issued a card that is nationally recognized.

Journeyman status is achieved upon passing the state issued exam. As a program completer they will receive a state certificate of completion.

Each program provides the student with everything necessary to get started and all the training and education needed to reach his or her goal. The strong demand for skilled workers in the construction field continues to grow and the apprenticeship program is helping to fill that demand.

We offer the following areas of specialized training through the Atlantic Technical College.

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BRICK & BLOCK MASONRY AT ATLANTIC TECHNICAL COLLEGE

THE BROWARD TECHNICAL COLLEGES FOUNDATION

BY LYNN GOLDMAN

OUR MISSION:

The Broward Technical Colleges Foundation will award scholarship dollars to future, current and graduating students of the Broward Technical Colleges for the purposes of continuing their education.



THE "BLUE JEANS BLING" THEME WAS A BIG SUCCESS

17 years ago on a floating dock in George English Park, 50 educators from across Broward County gathered to start a very special scholarship foundation. The intent was to award scholarship dollars to current and future students to attend the, now, Technical College and/or to continue their education upon graduation at an accredited post-secondary institution. The Scholarship Foundation event has grown to host 500 attendees.

Our mission: The Broward Technical Colleges Foundation will award scholarship dollars to future, current and graduating students of the Broward Technical Colleges for the purposes of continuing their education.

The scholarship winners are selected on the basis of their 'moral character', community involvement, class participation and grades. The founders of the Foundation were clear that this was not to be based on financial need. Most of the students applying are under the age of 26 so financial need would be based on their parents' income regardless of whether or not the parent was going to pay for their education. We also recognized that no matter where the financial need line is drawn, someone falls just above it.

Each year there is one large event held, it is a 'dining extravaganza' local restaurants, caterers and of course the culinary arts departments from each college provide delicious food. We have been fortunate to have Breakthru Beverage, (formerly Premier Beverage) as our wine sponsor. Faculty, staff, students, business partners and parents donate items for our Silent, Live and Chinese auctions.

To date we have raised nearly \$500,000.00, with every penny going toward scholarships, nothing comes off of the top to pay for expenses, and everything is donated.

We have held the event ticket price to \$50.00 per person so that it is affordable for our parents, faculty, staff and friends to attend. Many of the people who came because their children were enrolled in one of our technical high schools



CONTACT LYNN GOLDMAN FOR MORE DETAILS ABOUT THE
BROWARD TECHNICAL COLLEGES FOUNDATION.
LYNN.GOLDMAN@BROWARDSCHOOLS.COM

come back year-after-year even though their children have long since graduated.

The event has been sold out with 500 people for the past few years, so reservations are required. We have also learned that by keeping to a casual theme (this year's theme was Blue Jeans and Bling) gets people in the mood prior to walking in the door.

Many of the sponsors and restaurant/caterer partners have participated since our very first year and it continues to improve every year. We welcome new community members to participate and get involved

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ARTHUR ASHE, JR.

A COMMUNITY HEALTH & WELLNESS FAIR

BY TIA WRIGHT

Save the date to join us in 2018 for our annual Community Health & Wellness Fair scheduled for July 14!

Each year Atlantic Technical College (ATC) – Arthur Ashe, Jr. Campus, host its annual “Community Health & Wellness Fair”. The vision of the health fair was created by Atlantic Technical College Practical Nursing Department as a way of engaging nursing students in community health and services for the entire family. The goal of the health fair is to provide a vital platform for residents of Broward County to learn more about preventative health care and healthy living.

In partnership with Broward County Public Schools (BCPS), Coordinated Student Health Services, and more than 60 health vendors, the fair attracts thousands of community residents each year. The health fair, which took place on Saturday, July 15, 2017 was free and open to the public. Services provided at the health fair included: Immunizations, School Physicals, Vision, Dental, HIV/STD testing, and this year for the first time Cancer Genetic screenings.

The event was coordinated by Tia Wright and included ATC Practical Nursing staff/students, BCPS Equity and Academic Attainment, OIC of South Florida Youthbuild, Sheridan Technical College Cosmetology Program and a host of other community volunteers. The health fair continues to be a successful event with attendees gaining a better understanding of healthy living and services provided within their communities.

This year's fair was funded in part, by the Florida Blue Foundation, in care of Cristina Urena. ATC thanks Broward Health, Holy Cross Hospital, Nova Southeastern College of Optometry and Oral Health Institute for their participation in the health fair.

Save the date to join us in 2018 for our annual Community Health & Wellness Fair scheduled for July 14!

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A JOURNEY IN GRAPHIC DESIGN

BY CRYSTAL SOTO

I worked hard for 4 years and finally did it; I made it through high school. I had a whole new world ahead of me and it seemed like all my classmates were eager to get their start in college life. Truth be told, I wasn't ready to jump right into college courses. I was tired of reading assignments and writing essays; it all seemed so "cookie cutter", and I am the type of person who seeks more passion in life. I wanted to do something with purpose that would make me excited to wake up in the morning.

After graduation, my dad was not a fan of my not starting community college like everyone else. He said, "You're not just going to do nothing, Crystal. You're better than that." Of course, in my mind it wasn't "nothing" if I was working full time (which I was), but I hated the thought of letting him down. My dad went to a technical college at my age and landed a job right after that, helping to support us. It was my dad who suggested I look into technical schools in the area, and that's when I came across McFatter Technical College. It was almost too good to be true; all of it was hands on. Everything I would

learn in classes would be exactly what I needed to know out in the "real world". There were none of these "English and math classes" that made me doubt what the point was. I finally found something I could be excited about, and decided to sign up for the next session of classes.

I knew I wanted to do something artistic. I loved my high school photography course, and I also was obsessed with designing my Myspace profile. I loved changing it up; I was constantly updating the fonts, rearranging the photos, and setting different background colors and textures to my page. It was so satisfying to bring something together and call it my own work. Because of that, I decided to enroll in the Graphic Design and Printing Program at McFatter Technical College. When I closed my eyes, I could picture being at the computer at a top marketing agency making ads and brochures for tons of clients. I started classes right away and met my new instructor, Mr. Fitchett. He was a funny guy who could be very casual, like a friend you were comfortable around, but then he could also be serious and push you when you needed it. I loved

"I learned that to do good design, you have to get out into the real world, and not just sit at a computer looking at a blank screen and doing online research."



A JOURNEY IN GRAPHIC DESIGN

CONTINUED

his style of teaching; it made me want to push myself, but also not take myself too seriously. I learned so much in that class; more than I did after I transferred and went on to my next college. Like a sponge, I absorbed everything I could in the small amount of time I was there. I had a strong drive to succeed and wanted to take every project and test seriously. I did very well in the class, ended up getting my first job interview a week before I even graduated from the program, and was hired almost immediately.

I went on to work as a graphic artist for an awards company, and slowly started to transfer to Broward College by taking night and weekend courses. Once I got to the point of taking their graphic design classes, I felt way ahead of the game. Don't get me wrong, I still had a lot to learn, as the industry is constantly changing. I found that most of my classmates were overwhelmed with their other classes, so they weren't really grasping how to use the software properly. They knew what they wanted to do, they all had great ideas, but they just didn't know how to get them onto the screen. I ended up offering to tutor one student, and that lead to another, and another. The next thing I knew, I had unintentionally initiated Broward College's first-ever Graphic Design Tutoring Program. The school hired me for the short time I had left, before I graduated. I found that through tutoring, I learned even more about the design process. I got to see, first-hand, how people thought out design problems and

then how they brought those solutions to life.

Broward College requires an internship prior to graduating. At that point, I knew I wanted to get into branding so I could do a little bit of everything. Branding includes market research; strategy; logo design; and color, texture and font exploration in digital ads, print ads, brochures, flyers, and website design. With branding, I would never be bored and I would always be challenged. It was finally something I was truly passionate about. I landed my dream internship at a top branding agency in Miami called Jastor Brand Imageneers. There, I was able to help with the branding of 7 companies. My 90-day internship was cut short when I was offered a full-time position at Jastor. Everything was going perfectly. My boss, Jason, was a great mentor. He strived for work that was perfect, down to the smallest detail; I had never pushed myself as hard as I did at that time to meet those standards. For every mistake I made, I felt so much more knowledgeable. He really opened my eyes on how to see design. He suggested documentaries to watch, designers to follow, and books to read. Everywhere we went he was pointing at objects or picking up a menu and talking about the design of it. When we got the chance to re-brand a Mexican restaurant, he actually made a trip to Mexico and brought back tons of photos from markets, signs he found off the side of the road with unique handwritten typography, and actual pieces of Mexican tiles he had

come across. After reviewing everything, we took all the colors, textures, and typography inspiration and applied them to the branding.

"I learned that to do good quality design you have to get out into the real world, not just sit at a computer looking at a blank screen doing online research."

You have to go out and touch objects, take photos, ask questions, and learn about different cultures. I truly believe I am the designer I am today because of that opportunity.

Right at the peak of my career, I found out my fiancé was offered a job transfer to Northern California, just outside San Francisco. We jumped at the opportunity and I was so excited to be going to one of the top cities for Graphic Designers. This is the home of some of the top companies in the world. Little did I know that, because of this, the competition in the job market was tough! By then I had about 5 years of design experience, but most companies were looking for people with 8 to 10 years. Everyone was also looking for hybrid designers who had UX/UI Design experience.

UX Design refers to "User Experience Design", which is all about enhancing customer satisfaction by improving the ease of use of a product. UI Design stands for "User Interface Design", which is what I learned in school and did at my previous jobs. UI Design is the look and feel of a product, its branding, and presentation. I missed out on several great job opportunities because I didn't have the years of experience in UX Design.

The good news is that there are multiple outlets that offer one-off classes or "boot-camps" for UX and I am in the process of signing up. A word to the wise in this industry: never stop learning, because this field is ever-evolving in today's society and always looking towards the future. As for me, worry not. I did end up landing a great job with Hornblower Cruises and Events, a national dining and entertainment cruise company. They have 9 ports across the US and each port is like a "client", having different and individualized branding. The style of ads we make for a California dining cruise is different than those we put out for a higher price-point New York cruise.

Just recently, I got a new job as a Graphic Designer for an awesome robotics and AI company called Anki. They currently have an adorable little robot called Cozmo that I will be helping market nationally and globally. He is similar to Disney's Wall-E, but a real life version, not just a cartoon. All in all, when I am walking to my awesome job in San Francisco, I think, to myself, about the crazy ride that brought me here. I am so lucky to have experienced everything the way I did. I still plan to keep striving to be the best I can be by continuing my education through books, blogs, podcasts, workshops, conferences, and boot camp classes.

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If you want to check out my design work, head to **crystalscreatives.com**.



ISSUE 2

BTC CONNECTIONS

ATLANTIC, MCFATTER & SHERIDAN TECHNICAL COLLEGES MAGAZINE

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