Florida Job Growth Grant Fund
Workforce Training Grant Proposal

Proposal Instructions: The Florida Job Growth Grant Fund Proposal (this document) must be completed and signed by an authorized representative of the entity applying for the grant. Please read the proposal carefully as some questions may require a separate narrative to be completed.

Entity Information

Name of Entity: Florida State College at Jacksonville

Federal Employer Identification Number (if applicable):   ██████████

Contact Information:
Primary Contact Name: Jennifer Peterson
Title: Director of Resource Development
Mailing Address: 501 West State Street, Room 205
Jacksonville, Fl 32202
Phone Number: (904) 632-3323
Email: Jennifer.Peterson@fscj.edu

Workforce Training Grant Eligibility

Pursuant to 288.101, F.S., The Florida Job Growth Grant Fund was created to promote economic opportunity by improving public infrastructure and enhancing workforce training. This includes workforce training grants to support programs offered at state colleges and state technical centers.

Eligible entities must submit proposals that:

- Support programs and associated equipment at state colleges and state technical centers.
- Provide participants with transferable and sustainable workforce skills applicable to more than a single employer.
- Are offered to the public.
- Are based on criteria established by the state colleges and state technical centers.
- Prohibit the exclusion of applicants who are unemployed or underemployed.

1. Program Requirements:

Each proposal must include the following information describing how the program satisfies the eligibility requirements listed on page 1.

A.   Provide the title and a detailed description of the proposed workforce training.

Florida State College at Jacksonville proposes the *Excel-IT* workforce training program that will offer an innovative and accelerated training model targeting entry, middle- and high-skilled occupations in the high-wage/high-demand Information Technology (IT) industry of Jacksonville and the surrounding northeast Florida region.

The Jacksonville area is ranked 3rd in the United States for IT growth and number 3 of the top 10 digital cities (Forbes Business, September 2013). Known informally as the "Tech Coast," Jacksonville information technology employer have more than 12,000 workers and the industry serves as a critical regional economic driver.

Figure 1 Northeast Florida Workforce Region 8

Nassau
Duval
St. Johns
Baker
Clay
Putnam
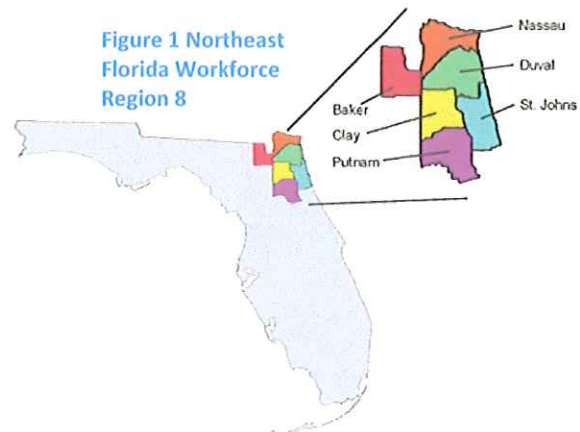
FSCJ's *Excel-IT* will enroll and train 110 participants using sector-based strategies. Following completion of an up-front assessment process, students will enter a work-based training model with earning components of paid internships, integrated high-demand industry certification training, comprehensive workplace preparation services, and articulation to advanced career ladder and lattice occupations. Program participants will benefit from a combination of high quality, modular training; computer-based, interactive industry certification test preparation; funds for tuition and certification exams; earned industry certifications; and placement into paid internships. The model will integrate stackable industry-recognized credentials so that, if the students wanted to continue their education, their coursework would articulate to A.S. degree programs and then to B.S. degree programs.

Excel-IT will offer each student an individualized plan that gives credit for skills already developed and allows participants to progress based on mastery of skills. Program lengths range from 16 weeks to 32 weeks, with many opportunities for fast-track options. Interlaced with multiple exit and entry points, participants have the option to complete one credential at a time, with the opportunity to return at a later date to complete a higher level certification.

Regional employers and industry associations are key to *Excel-IT* program success. The program will leverage strong, long-standing partnerships (existing FSCJ IT Advisory Council, the Jacksonville IT Council, Jacksonville Chamber of Commerce, CareerSource Northeast Florida) and develop new program-specific partnerships (additional IT employers and supporting community organizations) to form a comprehensive participant support team.

B. Describe how this proposal supports programs at state colleges or state technical centers.

This proposal supports Florida State College at Jacksonville's IT programs of study including: **Network Support Technician** (6109 - technical certificate); **IT Support Specialist** (6280 - technical certificate); and **fast-track trainings resulting in specific industry credentials** such as C# programming, Microsoft Technology Associate (MTA), Database MTA, JAVA, Oracle SQL, A+ Network +, CompTIA A+ and CompTIA Security+. By providing a work-based learning model, the proposal supports FSCJ's programs by allowing for expansion of training strategies in IT such as targeted skill development, funds/vouchers for certification exams, internships and online delivery.

The Lumina Foundation's 2015 Stronger Nation through Higher Education report shows Jacksonville has the lowest educational attainment among the four largest Florida metropolitan statistical areas. Jacksonville ranks 72nd among the 100-most populated regions in the country for postsecondary educational attainment. Individuals with low basic skills face increased risk of restricted access to jobs, unemployment or underemployment, reduced earnings, and poverty. FSCJ's *Excel-IT* is needed as evidenced by data from the JaxChamber that 60% of regional jobs in 2020 will require a certification or degree and currently there is a 38% attainment rate in the region.

C. Describe how this proposal provides participants transferable, sustainable workforce skills applicable to more than a single employer.

The *Excel-IT* program will provide a customizable training model to promote transferable, sustainable workforce skills applicable throughout the sector, offering not only industry credentials that are portable from employer to employer but also meaningful workforce preparation experiences for FSCJ IT students in our regional area. Valuable skills will also be obtained through two major program components: 1) completion of imbedded workforce preparation/interpersonal skills activities in training courses with competencies based on employer surveys; and 2) incorporation of work-

based learning components in the form of internships completed at diverse employers - from hospitals to banks to small IT companies and non-profit organizations.
Table 1 indicates the specific transferable, sustainable workforce skills prioritized by IT employers in the region.

Table 1. Transferable Skills and Competencies	
Industry Wide Technical Skills	Hardware and software configuration, technical support, and network fundamentals; Web technologies, C programming, Java, and Visual Basic.NET; WAN, routing fundamentals, scalable networks, and network security.
Workplace Skills	Business Fundamentals; Teamwork; Adaptability/Flexibility; Customer Focus; Planning and Organizing; Problem Solving & Decision Making; Working with Tools & Technology; Checking, Examining & Recording.
Academic Skills	Science, Basic Computer Skills; Mathematics; Reading; Communication – Listening and Speaking; Critical & Analytic Thinking; Information Literacy
Effectiveness Skills	Interpersonal Skills; Integrity; Professionalism; Initiative; Reliability

D. Does this proposal support a program(s) that is offered to the public?

☑ Yes   ☐ No

E. Describe how this proposal is based on criteria established by the state colleges and state technical centers.

This proposal is grounded in the Florida College System institution mission and responsibilities criteria outlined in section (s.) 1004.65, Florida Statutes (F.S.). Specifically, through this program, FSCJ will:

1. respond to community needs for education and job training by adhering to the IT industry demand in the region;
2. provide high-quality, affordable education and training opportunities with significant positive student and employer outcomes at no-to low-cost to the student ; and
3. maximize open access for students and serve students from underrepresented backgrounds to promote equity and access.

In accordance with s. 1004.64(14), F.S., the FSCJ District Board of Trustees adopted the College's Strategic Plan in 2014. Under Strategic Goal 4: Contribute to Workforce

and Economic Development, the College is charged with implementing "a systematic process to identify workforce planning needs, strengthen business and industry partnerships and promote job readiness." In proposing this program, FSCJ is meeting the institution's Strategic Plan goals including: Goal 1) Promote equity and access; Goal 2) Enhance rigorous and relevant learning opportunities; Goal 3) Increase retention and completion; Goal 4) Contribute to workforce and economic development; and Goal 5) Cultivate institutional efficiency and effectiveness.

The *Excel-IT* program will be open to the public and will also enroll individuals including those who are: (1) low-income, (2) unemployed, (3) underemployed, (4) incumbent workers, (5) military veterans and their spouses and (6) disadvantaged and underrepresented populations with barriers to employment.

Excel-IT program outreach and recruitment will be multi-faceted, relying on strong participation from program partners. Program staff will identify participants by publicizing eligibility criteria, project goals and objectives, and requesting referrals from the Florida Reemployment Assistance system, Job Clubs, CareerSource Northeast Florida, and community agencies and organizations. FSCJ will prepare and distribute press releases for newspaper, radio, television, cable and other media, and design and print brochures, posters, fliers, and other materials related to the project for distribution on and off campus. The College's social media will be utilized to share project information. Program personnel and team members will be tasked with ongoing engagement of additional community partners who can support outreach, training, and placement into full-time employment.

F. Does this proposal support a program(s) that will not exclude unemployed or underemployed individuals?

☑ Yes   ☐ No

G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of jobs anticipated to be created from the proposed training. Further, please include the economic impact on the community, region, or state and the associated metrics used to measure the success of the proposed training.

FSCJ's *Excel-IT* will enhance IT workforce training programs by assisting students to be trained faster and to earn vital industry-recognized credentials. IT career ladder entry requires attainment of competency-based, "in-demand" industry certifications. Unlike nursing, for example, there is no academic or college credit requirement to sit for exams. Workers typically prepare through non-credit continuing education, Postsecondary Adult Vocational (PSAV) courses, and/or industry test prep materials.

However, advancement along the IT-related career ladders or lattices is supported by obtaining "clusters" of industry certifications and/or degrees with multiple industry competencies that expand worker skill portfolios and demonstrate broad usefulness to employers as they fill workforce gaps (see Figure 2).

Excel-IT will enroll 110 participants with a total of 96 participants completing in one year, and 90 completers being placed in jobs.
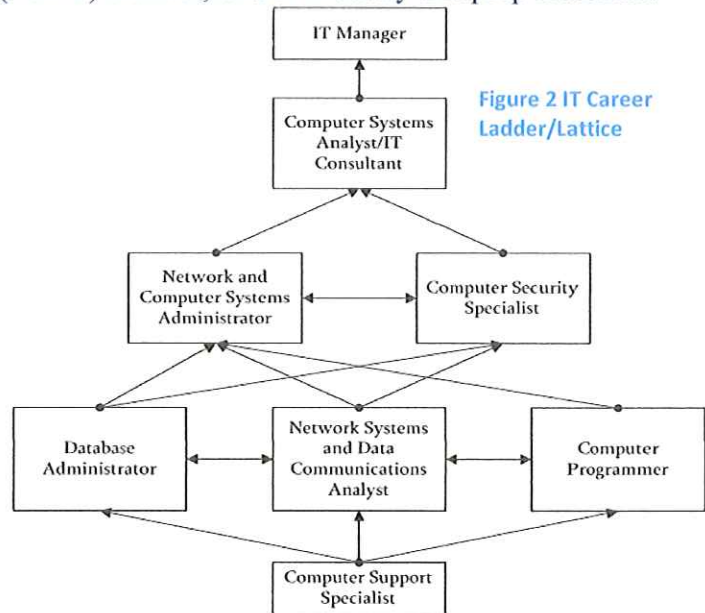
Figure 2 IT Career Ladder/Lattice

Table 2. *Excel-IT* Performance Outcomes Metrics	
Total Participants Served	110
Total Completers *(87% completion rate)*	96
Total Completers Receiving an Industry-Recognized Credential	96
Total Placed in Employment *(70% placement rate)*	77

Data from existing tracking systems (college transcripts, student applications, and course data) and supplemental records collected specifically for the program (Individual Career Education Plans and the Academic Progress Reports entered in the College's ERP system) will be used to monitor participants' progress. A dedicated *Excel-IT* database will be created and maintained by program staff to track participant-level data, including activities, services, and employment outcomes to provide reports to DEO.

According to the U.S. Census Bureau's 2010-2014 American Community Survey, the average annual income for adult workers in the FSCJ service region with an educational attainment of some college or associate's degree is $31,660. Of our students who graduated in 2012-2013 with a bachelor's degree, they were making an

annual median wage of $41,374 in 2014. According to the U.S. Census Bureau's 2010-2014 American Community Survey, the average annual income for adult workers in our service region with an educational attainment of a bachelor's degree is $43,377. For IT workers with certain credentials, the salary can be comparable or even higher than those with a bachelor's degree. For example, a Computer User Support Specialist can complete PSAV courses and earn a mean wage of $22.53/hour or approximately $41,800 annually after completing an A+ certification. A Database Administrator with an associate's degree averages approximately $65,000 in our region.

Table 3. Timetable for *Excel-IT*	
Fall 2017	- Hold grant orientation meeting - Hire Program Manager and Case Manager/Career Specialist - Training program acceleration format is finalized - Meet with industry partners to arrange internship opportunities - Develop and begin recruitment plan, including processes for enrollment and registration - Develop and distribute participant recruitment materials - Participants complete intake/assessment activities and enroll in training programs - Participants enter and complete training, employability preparation, internships and earn industry-recognized credentials
Spring 2018	- Participants continue in training programs and complete training, employability preparation, internships and earn industry-recognized credentials - Provide job placement services to program completers - Finalize project sustainability plan
Summer 2018	- Continued job placement efforts for program completers - Follow up with employers to collect feedback - Sustainability plan implemented - Final project report is completed and submitted to FDEO

2. Additional Information:

A. Is this an expansion of an existing training program?   ☑ Yes   ☐ No

   If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

   Grant funds will be used to build capacity of the current IT programs by offering a cohesive, integrated framework of assessment and personal/workforce skill

development coupled with basic, intermediate and advanced skills training in an accelerated format in IT. Tuition, credential testing fees and paid internships will further support expansion of the programs by attracting and therefore serving more students in our IT programs.

B. Does the proposal align with Florida's Targeted Industries? (View Florida's Targeted Industries here.)

☑ Yes   ☐ No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

This proposal aligns with the Florida's Targeted Industry of **Infotech**, as referenced on the Enterprise Florida Qualified Targeted Industries for Incentives list.

C. Does the proposal align with an occupation(s) on the Statewide Demand Occupations List and/or the Regional Demand Occupations List? (View Florida's Demand Occupation Lists here.)

☑ Yes   ☐ No

If yes, please indicate the targeted industries with which the proposal aligns.

If no, with which industries does the proposal align?

Participants will prepare for occupations on the Statewide and Regional Demand Occupations including: Help Desk Technician, PC Technician, Network Technician, Programmer and System Analyst with career ladder opportunities as Database Administrators, Network and Computer System Managers, Network and Computer System Administrators and others. In our region, these specific occupations are projecting to have over 300 annual openings in 2017-2018. Demand occupations range from entry level to middle and high skilled, demonstrating opportunity for career ladder advancement.

Table 4. Regional and Statewide Growth and Openings				
Occupation	*SOC	Regional Annual Growth	Regional Openings	Statewide Openings
Computer User Support Specialists	151151	1.60%	76	1,087

Computer Programmers	151131	0.66%	38	668
Computer Network Support Specialists	151152	1.81%	25	287
Database Administrators	151141	1.50%	31	269
Network and Computer Systems Architects	151143	1.44%	35	478
Network and Computer Systems Administrators	151142	1.32%	37	466
Computer Systems Analysts	151121	2.34%	70	869
Total			**312**	**4,124**

D. Indicate how the training will be delivered (e.g., classroom-based, computer-based, other).

> If in-person, identify the location(s) (e.g., city, campus, etc.) where the training will be available.

> If computer-based, identify the targeted location(s) (e.g. city, county, statewide) where the training will be available.

FSCJ's IT programs are offered face-to-face largely at Downtown and South Campuses, located in Jacksonville/Duval County. FSCJ also serves Nassau County including the towns of Fernandina Beach, Yulee, Callahan and Hillard. Training for the *Excel-IT* program will be delivered in all formats: classroom-based (face-to-face), computer-based (through online course delivery and through distance-learning options) and hybrid (courses offered through a combination of face-to-face and online). Online classes are available for local students as well as students in other parts of the state and country.

E. Indicate the number of anticipated enrolled students and completers.

110 students will enroll in the program with 96 completers

F. Indicate the length of program (e.g., quarters, semesters, weeks, etc.), including anticipated beginning and ending dates.

Begin Date: September 1, 2017   End Date: August 31, 2018

G. Describe the plan to support the sustainability of the proposal.

The FSCJ *Excel-IT* program will endure beyond the grant term, and the partners will continue to team up to provide support, training, curriculum adjustments and assistance, thus creating viable sustainability strategies through college institutionalization and workforce system engagement. The project has also begun exploring and strategizing options with FSCJ administration and collaborative partners for additional support beyond this funding.

FSCJ will build strong student enrollments that will drive future life of these programs. Online/hybrid course offerings will further increase the College's abilities to continue attracting a higher number of students. The sustainability plan will include continued implementation of the following activities: partnerships with employers for internships; strengthened relationships with CareerSource and industry associations; continuing instructional design and development of online content for IT training programs (including IT Support Specialist); and grant-established models for program acceleration, program completion and employment. Another major initiative contributing to sustainability efforts includes continuing FSCJ's efforts to obtain and leverage funds awarded by the **Florida Career and Professional Education Act (CAPE)** to institutions in the Florida College System for students earning qualifying IT certifications. CAPE funding was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy. For each approved industry certification a participant earns, state colleges earn up to $400 per student from FLDOE to help sustain Center activities, including personnel, travel, curriculum and industry analysis after the completion of grant funding.

Additionally, the FSCJ Foundation's **FSCJ Works** initiative will support project sustainability efforts through raising corporate funds to help continue program activities.

H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code if applicable.

CIP Codes: Network Support Technician CIP- 0511100121; Information Technology Support Specialist CIP- 0511010311 **Degrees/Certificates**: Each program will offer a technical certificate that can be articulated into a degree program of study. **Industry-Recognized Credentials:** Developer (#C), Microsoft Technology Associate (MTA), Database MTA, JAVA, Oracle SQL, A+ Network +, CompTIA A+, CompTIA Security+, etc.

I. Does this project have a local match amount?

☑ Yes ☐ No

If yes, please describe the entity providing the match and the amount.

Florida State College at Jacksonville will provide a match of 22.9% of the College's Approved Indirect Cost Rate to support this program. Match amount is $175,224.

J. Provide any additional information or attachments to be considered for the proposal.

Training strategies and program progression: Students will enter a work-based training model with foundation skills development, high-wage/high-demand industry certification training, career ladder education leading to college certificates and degrees, and paid work experience that prepares workers for employment in high demand occupations. Program participants will benefit from a combination of accelerated, modular training; computer-based, interactive industry certification test preparation; funds for certification exams; and placement into Paid Internships. The *Excel IT* Case Manager will provide consistent guidance throughout assessment, learning and employer placement, ensuring participants follow the most efficient and effective individual career development track. Difficulty in particular coursework or work-based experience may result in academic plan adjustments, allowing students to back up and fill gaps in foundation or academic skills, as needed.

Figure 3 Excel-IT Student Progression
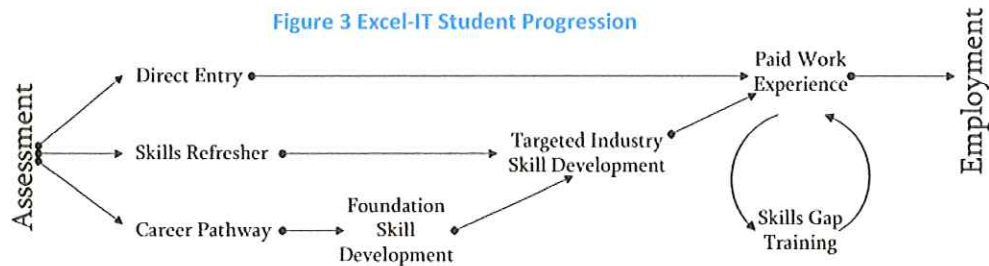
Industry Partnerships:

Table 5. Examples of IT employers who currently offer internships and/or serve in advisory council at FSCJ
Cisco Systems; Dell; Microsoft; VMware; Medtronic; Florida Blue; CSX; InterDev; Everbank; BTG, Inc.; Alluvion; Brooksource; Cisco; Citi; Jacksonville Electric Authority; Jacksonville Sherriff's Office; Web.com; Grunski Technologies; Modis; iVenture Solutions; Vistakon
Industry Associations
Jax IT Council
Workforce Development
Jacksonville Chamber Chamber/JAX USA Partnership

CareerSource Northeast Florida

3. Program Budget

Estimated Costs and Sources of Funding: Include all applicable workforce training costs and other funding sources available to support the proposal.

A.   Workforce Training Project Costs:

Equipment	$	0	
Personnel	$	$102,626.72	
Facilities	$	0	
Tuition	$	385,000	
Training Materials	$	227,952.32	
Other	$	301,332.25	Please Specify: Includes contractual funds, marketing/outreach, printing, faculty stipends and 10% in-direct cost plus matching funds

Total Project Costs $1,016,911.32

B.   Other Workforce Training Project Funding Sources:

City/County	$		
Private Sources	$		
Other (grants, etc.)	$	175,224.00	Please Specify: Matching funds include FSCJ's administrative contribution (see budget narrative below)

Total Other Funding	$	_____
Total Amount Requested	$ 841,687.32	

Note: The total amount requested must equal the difference between the workforce training project costs in 3.A. and the other workforce training project funding sources in 3.B.

C. Provide a detailed budget narrative, including the timing and steps necessary to obtain the funding, how equipment purchases will be associated with the training program, if applicable, and any other pertinent budget-related information.

Budget Narrative	
Florida Job Growth Grant – Florida State College at Jacksonville *Excel-IT*	
	Year 1
PERSONNEL – DIRECT SUPPORT TO PROJECT	
Program Manager – (Full-time position, will dedicate 100% of time to project. Estimated to be hired one month into project period.) Plan, coordinate and manage grant activities.	$49,704.00
Case Manager/Career Specialist – (Full-time position, will dedicate 100% of time to project. Estimated at 9 months of project period.) Provide assistance to grant participant intake and registration process, recruitment, enrollment development and follow up with students to provide support services.	$27,504.00
Participant Wages for Internships estimated at a total of 60 participants over the project period. *(The College will follow HR guidelines regarding wages for students/student employees. Calculation of wages in the budget narrative are based on an hourly rate up to $14.95/hour for up to 9-weeks internship at approximately 20 hours per week.)*	$161,460.00
Faculty and Staff Stipends – to assist with content design, course bundling, act as content experts, etc.	$10,000.00
Subtotal – Personnel Salaries	$248,668.00
PERSONNEL BENEFITS	

All employees receive federally mandated FICA @ .0620% of salary, worker's comp @ .008925% of salary, and Medicare @ .0145% of salary; eligible employees receive .0737% of salary toward Florida Retirement System premium; full-time employees also receive disability insurance @ .0024% of salary, life insurance @ .0023% of salary, health insurance @ $574.20/month, and dental insurance @ $32.25/month.	
Program Manager	$14,527.72
Case Manager/Career Specialist	$10,891
Participant Wages	$29,692.32
Faculty Stipends	$1,591.25
Subtotal – Personnel Benefits	$56,702.29
TRAVEL	
	$0.00
Subtotal – Travel	$0.00
TRAINING MATERIALS AND SUPPLIES	
Educational Materials – Web-based learning manuals, faculty and instructor guides related to instructional and testing software for continuing workforce education, certificate and degree programs and other instructional materials.	$8,000.00
Subtotal – Training Materials and Supplies	$8,000.00
CONTRACTUAL SERVICES	
Contractual funds to further program development including online and/or modular curriculum design and external Subject Matter Experts (SME) for content development as needed.	$25,000.00
Subtotal – Contractual Services	$25,000.00
OTHER	
Scholarships estimated at $3,500 per student x 110 students enrolled. Excess funds from this line item will be utilized when participants need additional funds including books and supplies or other training to be successful.	$385,000.00
Marketing/Outreach to recruit participants, include efforts such as direct mailings, flyers, Internet advertisements and billboards.	$10,000.00
Testing Fees for Certifications @ $300/student estimated at 96 student completers allowing for students who may need to retest or those who may complete multiple credentialing tests.	$28,800.00
Printing and Duplicating	$3,000.00
Subtotal – Other	$426,800.00

Project Direct Costs	$765,170.29
Indirect Costs (10%)	$76,517.03
TOTAL PROJECT REQUEST	$841,687.32
FSCJ Match – remaining 22.9% of Approved Indirect Cost Rate	$175,224.00
TOTAL PROJECT BUDGET	$1,016,911.32

4. Approvals and Authority

A. If entity is awarded grant funds based on this proposal, what approvals must be obtained before it can execute a grant agreement with the Florida Department of Economic Opportunity (e.g., approval of a board, commission or council)?

The FSCJ General Counsel's Office conducts an internal review of any grant agreement/contract prior to College President signature and execution of the program.

B. If approval of a board, commission, council or other group is needed prior to execution of an agreement between the entity and the Florida Department of Economic Opportunity:

i. Provide the schedule of upcoming meetings for the group for a period of at least six months.

NA

ii. State whether that group can hold special meetings, and if so, upon how many days' notice.

NA

C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.

Please see Board Rule # 6Hx7-2.5, Signing Authority, attached to this application.

I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity.

Name of Entity: Florida State College at Jacksonville

Name and Title of Authorized Representative: Dr. Cynthia A. Bioteau

Representative Signature: *Cynthia Bioteau*

Signature Date: 8/9/17

(1)   The Chairman of the District Board of Trustees and the College President, or designee, shall have the authority to sign checks, contracts and other documents reflecting action by the Board as appropriate.

    A. In furtherance thereof, the College President designates:

       1. the Provost/Vice President of Academic Affairs, Vice President of Business Services or the Associate Vice President of Finance, or designee, to sign contracts, external funding proposals and other documents and reports affecting or reporting on the operations of the College or other documents on behalf of the College President as appropriate;

       2. the Associate Vice President of Finance to sign financial documents and reports for the financial operation of the College;

       3. the Vice President of Institutional Advancement and Effectiveness and the Director of Resource Development to sign external grant funding proposals and associated documents on behalf of the College President;

       4. the Chief Business Affairs Officer and the Executive Director, Purchasing and Auxiliary Services, or designee, to sign contracts and purchase orders;

       5. the Registrar to sign College transcripts;

       6. the Director of Financial Aid to sign financial aid awards and termination letters;

       7. the Vice President of Student Services, the Director of Admissions, or their designees, to sign enrollment verifications and student mailings;

       8. the Executive Chairs/Campus Presidents, or their designees, to sign facility rental agreements and other campus-oriented agreements as appropriate and not otherwise in conflict with any other provision of this Rule; and

       9. the appropriate Vice President and/or Executive Chair/Campus President to sign customized training contracts;

      10. the Director of Risk Management to sign risk management documents and reports for the risk management operations of the College;

      11. the Vice President of Business Services, Chief Business Affairs Officer, or Director of

Risk Management to negotiate and settle as appropriate liability and workers' compensation claims that are less than the College's $200,000 insurance deductible and within budgeted spending authority.

12. the Executive Director Public Safety, Campus Security and Veteran Services or designee to sign training agreements/training contracts, facility use agreements and training certificates

13. the Vice President of Institutional Advancement and Effectiveness to sign state and federal reporting certifications and associated documents on behalf of the College President.

(2)   The execution of any signature on behalf of the College shall be in furtherance of the approval granted by the College President and the District Board of Trustees.

(General Authority: F.S. 1001.64, 1001.65)

(Adopted 07/01/74, Revised 06/23/80, 3/20/85, 06/23/87, 05/27/93, 09/12/95, 10/05/99, 09/05/00, 12/05/00, 05/01/01, 06/07/05, 06/06/06, 04/07/11, 08/13/13, 04/08/14, 09/09/14, 06/14/16 Formerly 2.9)