



2018-2019 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. If additional space is needed, attach a word document with your entire answer.

Entity Information

Name of Entity: State College of Florida, Manatee-Sarasota

Federal Employer Identification Number (if applicable): [REDACTED]

Primary Contact Name: Dr. Todd Fritch

Title: Executive Vice President & Provost

Mailing Address: 5840 26th Street West, Bradenton, FL 34207

Phone Number: 941-752-5200

Email: fritch@scf.edu

Secondary Contact Name: Ms. Daisy Vulovich

Title: Dean

Phone Number: 941-363-7200

Workforce Training Grant Eligibility

Pursuant to 228.101, 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:

(If additional space is needed, attach a word document with your entire answer.)

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.

Please see attached

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

Please see attached

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

Please see attached

- D. Describe how this proposal supports a program(s) that is offered to the public?

Please see attached

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

Please see attached

- 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 program completers 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.

Please see attached

2. Additional Information:

(If additional space is needed, attach a word document with your entire answer.)

- 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.

Please see attached

- B. Does the proposal align with Florida’s Targeted Industries? Yes No
 ([View Florida’s Targeted Industries here.](#))

If yes, please indicate the specific targeted industries with which the proposal aligns.
 If no, with which industries does the proposal align?

Please see attached

- 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 Occupations List here.](#)) Yes No

If yes, please indicate the specific occupation(s) with which the proposal aligns.
 If no, with which occupation does the proposal align?

Please see attached

- 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.

Please see attached

- E. Indicate the number of anticipated annual enrolled students and completers in the proposed program.

Please see attached

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

Begin Date: _____

End Date: _____

Please see attached

- G. Describe the plan to support the sustainability of the program after grant completion.

Please see attached

- H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code and the percent of completer in each code, corresponding with Section E.

Please see attached

- I. Does this project have a local match amount?

Yes No

If yes, please describe the entity providing the match and the amount (Do not include in-kind).

The local match amount of \$4,504,665 will be provided by State College of Florida, Manatee-Sarasota and the State College of Florida Foundation.

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

Please see attached

3. Program Budget

(If additional space is needed, attach a word document with your entire answer.)

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

1.) **Total Amount Requested** \$ 3,611,568
 Florida Job Growth Grant Fund

2.) Other Workforce Training Project Funding Sources:

City/County \$ 0

Private Sources \$ 0

Other (grants, etc.) \$ 4,504,665

Please Specify: college fund

Total Other Funding \$ 4,504,665

3.) Workforce Training Project Costs:

Equipment \$ 207,000

Personnel \$ 1,444,468

Facilities \$ 262,500

Tuition \$ 0

Training Materials \$ 352,364

Other \$ 1,077,712

Please Specify: see attached

Total Project Costs \$ 8,116,233

Note: The total amount of the project should equal the total amount requested plus the total other funding.

- 4.) 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.

Please see attached

4. Approvals and Authority

(If additional space is needed, attach a word document with your entire answer.)

- 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)?

State College of Florida, Manatee-Sarasota District Board of Trustees must approve the execution of a grant agreement.

- 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.
- ii. State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.

Please see attached

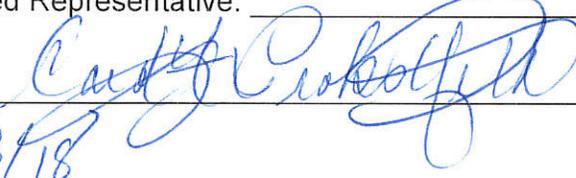
- C. Attach evidence that the undersigned has all necessary authority to execute this proposal on behalf of the entity. This evidence may take a variety of forms, including but not limited to: a delegation of authority, citation to relevant laws or codes, policy documents, etc.

Please see attached

I, the undersigned, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity and to the best of my knowledge, that all data and information submitted in proposal is truthful and accurate and no material fact has been omitted.

Name of Entity: State College of Florida, Manatee-Sarasota

Name and Title of Authorized Representative: Dr. Carol F. Probstfeld, President

Representative Signature: 

Signature Date: 10/8/18

SCF CENTER FOR ADVANCED TECHNOLOGY & INNOVATION





SCF Center for Advanced Technology & Innovation

For Additional Information Contact

Todd Fritch, Ph.D.

Department: Academic Quality & Success

Title: Executive Vice President & Provost

Office Location: Bradenton 07-158

Phone: (941) 752-5200

E-mail: fritch@scf.edu

Daisy Vulovich, M.A.

Department: Academic Affairs

Title: Dean

Office Location: Lakewood Ranch LWR-105

Phone: (941) 363-7200

E-mail: vulovid@scf.edu

Scott Parke, Ph.D.

Department: Planning, Institutional Effectiveness & Research

Title: Vice President, Planning, Institutional Effectiveness & Research

Office Location: Bradenton 6-128

Phone: (941) 752-5119

E-mail: parkes@scf.edu



SCF Center for Advanced Technology & Innovation

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4. 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. 39

4. 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. 39

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SCF Center for Advanced Technology & Innovation (CAT-I)

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

Title: SCF Center for Advanced Technology & Innovation (CAT-I)

Detailed Description: The State College of Florida, Manatee-Sarasota (SCF) Center for Advanced Technology & Innovation (CAT-I) which reflects a partnership between the State College of Florida, local employers, and the Sarasota and Bradenton Economic Development Corporations. The development of the components of this project benefit from the experiences and insights of employers, workforce development, and higher education partners. The components described are designed to expand a sustainable talent pipeline and support innovation that contributes to a stronger regional business climate in Manatee and Sarasota counties.

The partners agreed on four complementary proposal components:

- SCF Coding Technology Academy,
- SCF Technology Incubator & Accelerator,
- SCF Video, Augmented Reality & Creative Studio (VARC), and
- SCF University Partnership Center.

Coding Technology Academies will be strategically placed in downtown Sarasota, and at SCF Lakewood Ranch, and SCF Bradenton. The other three components of the grant will be housed along with one of the Coding Academies on the State College of Florida, Manatee-Sarasota (SCF) Bradenton's campus. The SCF Coding Technology Academy and Incubator & Accelerator constitute the primary project components. SCF will renovate space specifically to support these new workforce initiatives. SCF will accommodate all components of the grant in existing space while the new space is being renovated.

Coding Technology Academy Description The SCF Coding Technology Academy will serve as a hub for an expanding regional technology initiative to promote growth and development in Manatee-Sarasota counties and the surrounding area. Coding Technology Academies will feature immersion courses, certificate programs, seminars, social events, and other gatherings to benefit both the technology sector and other businesses that rely on technology to fuel their progression and expand their footprint. Credit and noncredit options will be delivered. Training will range from personalized instruction for individuals to company specific customized training. Multiple sites will be used to deliver convenient access and provide the greatest opportunity for reaching the largest number of employers in the region. The SCF Coding Technology Academy

is poised to expand delivery to the north (i.e., Parrish) and south (i.e., Venice) as the need arises.

Coding Technology Academy Workforce Training The Coding Technology Academy builds on SCF's existing information technology expertise while incorporating insights from employers and working coding professionals. Flexible full-time and part-time training will be delivered. Schedules will be demand driven with day, evening and weekend classes available. In addition to traditional college offerings, the Coding Technology Academy will provide content through alternative approaches by emphasizing: a narrower focus; shorter duration engagements with higher intensity; embedded wrap around career services; and higher staffing levels with more involvement from working coding professionals.

Aligned third party industry certifications will be incorporated into the content with an emphasis on those identified on Florida's CAPE Postsecondary Industry Certification Funding List. Programming languages and related computer skills offered are tied to regional demand. Based on initial focus group input the following programming languages and IT skills will be emphasized: JAVA, Python, C++, Ruby on Rails, Introduction to Networks, Routing & Switching, Connecting Networks, Scaling Networks, Networking Fundamentals, Microcomputer Hardware & Maintenance, Security Engineering and Test Preparation for A+/Net+ Certifications. The scheduling will be employer driven using multiple formats including: face to face, blended and on-line.

SCF Technology Incubator & Accelerator Description The SCF Incubator component is about converting disruptive ideas into viable business models and facilitating growth for early stage start-ups. The goal for the first group is to distill the big idea into a legitimate business with a carefully constructed path toward solvency. Emerging stage start-ups who are building out their ideas benefit immensely from incubator mentorship relationships. Mentors help tease out and operationalize the practical business from the idea. What marketable products and services can the idea drive? SCF's Incubator mentors help with business plan development tailored to the areas where expertise is needed: market analysis, describing and differentiating products and services, organizational management, funding requirements, financial projections, marketing plans, sales strategies, supply chain and distribution analysis, partnership opportunity identification and pinpointing technology paths to achieve competitive advantage. A major Incubator focus is on advancing from big ideas to a viable start-up by providing mentoring that typically involves engagements lasting upwards of eighteen months.

Early stage start-ups will also be served through the incubator with a focus on helping them stabilize operations and chart a path toward sustainable growth. The incubator reduces overhead and operational costs through shared office space including telephone, secretarial/support/reception personnel, reliable high speed internet, printing/duplicating, other supportive technology, and production equipment expenses. Professional technology enabled meeting space will be available. Additionally, SCF's Incubator & Accelerator offers the support and services of the larger college community including faculty and staff expertise and ready access to a quality workforce of students, graduates and a strong alumni network.

The incubator proposes to offer multiple tiers of engagement: Members who are physically located in the incubator space; Associates who are not on site day to day but are regular users of the facility; Affiliates who occasionally use incubator space and/or services (e. g., professional

mailing address, reception/telephone services, meeting space, etc.). The fee structure is tiered to correspond with the level of services consumed and the regularity of use.

The SCF **Accelerator component** is about expedited approaches to bringing business to scale. The SCF Accelerator's focus is on helping entrepreneurs achieve rapid growth by whatever means necessary including identifying potential sources of additional capital; improving internal processes, procedures and protocols to support expansion; advising about the tools and technology to support growth; and helping make connections with suppliers and distribution networks. When a business makes it to the Accelerator phase the aim is to take the proven smaller scale operation to the next level of its development. The goal is to deliver an intense, highly structured, short duration engagement compressing what would normally take a couple years to accomplish into a handful of months.

Eligibility criteria for the SCF Technology Accelerator will be developed in conjunction with local IT entrepreneurs and may include an application process and presentation to a panel of entrepreneurs.

Goals for the SCF Technology Incubator & Accelerator include:

- Develop a network of professionals to provide services, support and training to local startup companies.
- Create new sustainable employment opportunities for area residents including SCF students and graduates.
- Provide a low cost, nurturing environment for emerging and early stage companies to develop and grow.
- Develop public-private partnerships.

SCF Incubator & Accelerator Workforce Programs Entrepreneurship support will include workshops on key topics including: starting a business, creating a business plan, customer service, HR issues for small business owners, how to access venture capital funding, and building a network to take your business to the next level. SCF Incubator/Accelerator tenant entrepreneurs will participate in the "Excellence in Business" Certificate and "Entrepreneurship Certificate" as a part of their commitment to participate in the programs. Leadership Workshops (3 hours each) will be conducted on a variety of topics including: Effective Communication Skills, Emotional Intelligence, Dealing with Difficult Situations and People, Generations in the Workplace, Conveying Professionalism, Promoting Teamwork and Collaboration, QuickBooks, and Thinking Critically and Problem Solving. CertiPort's Entrepreneurship and Small Business (ESB) third party industry certification along with QuickBooks certification will be available to Incubator members, associates, and affiliates.

Quarterly Tech Talks will be held with industry professionals, online/in person, to provide networking opportunities for information technology professionals with relevant topics on industry trends, marketplace needs, career development advice. Career Development for Entrepreneurs Workshops will be offered that are designed to position individuals for success on topics such as: maintaining a positive social media profile; conducting technical job interviews to identify superior candidates; and developing a portfolio to demonstrate deliverables and skills. The SCF Incubator/Accelerator will host quarterly job fairs in conjunction with Career Source Suncoast. There is also a possibility of exploring a third party vendor to provide day to day operations.

SCF's Video, Augmented Reality & Creative Studio (VARC) Description SCF's Video, Augmented Reality & Creative Studio (VARC) will capitalize on the expertise of SCF faculty, staff and students to provide video recording, editing and production, an experiential learning lab, creative consulting services and television/digital channel broadcasting. VARC clients will include: Entrepreneurs, Nonprofits, Government and Business. Core clients for the VARC will be fellow nonprofit organizations that cannot afford the ongoing expense of video marketing services and expertise.

The SCF VARC Studio provides video and creative services for educational and promotional content that empowers and inspires community members to understand, participate and support local entrepreneurs. Businesses working with the SCF Incubator & Accelerator will benefit from the VARC's services. The VARC will become the community's partner of choice for video and creative production for nonprofit organizations and for profit businesses. The VARC will be in temporary quarters on the SCF Bradenton campus in Communications and Marketing Offices and the Library and Learning Center until Building 8 renovations are complete. The VARC will offer a film studio, studio control room, editing rooms, equipment storage/checkout and supporting staff offices. SCF faculty and staff members, students and studio patrons will serve on an advisory board to provide subject matter experts for an array of fields.

The VARC Studio will:

- Use state-of-the-art equipment, software and applications. Materials will be produced using the latest technology, such as high definition (HD) or 4K as desired by or recommended to clients. Deliverables will be provided electronically and/or digitally to be cost-effective.
- Support local entrepreneurs and nonprofits as a community resource for television and video production.
- Serve the needs of members, associates and affiliates of the SCF Incubator & Accelerator.
- Facilitate academic program development across multiple disciplines.
- Provide a community facility and resources for video, audio and creative production.
- Offer a variety of pre- and post-production video and creative services.
- Service organizations and businesses within Sarasota and Manatee counties whether they be nonprofit or for-profit. Pre- and post-production services will be provided at the VARC Studio and off-site at select locations.
- Strengthen and develop community alliances for the College across the region.

The VARC Studio will offer the following services.

- Video Recording, Editing and Production
 - Recruiting Videos; Commercials; Web Marketing Videos; Testimonials and Spokesperson Videos; Narrative Pieces and Case Studies; Training Videos and Product Demonstrations; Videos for Training, Education and Professional Development; PSAs for Nonprofits; Presentations for Galas and Trade Shows; and Online Ads for YouTube, Social Media, etc.
- Television/Digital Channel Broadcasting
 - Provide a regular lineup of programming to the local market via a broadcast channel and/or YouTube channel.

SCF's Video, Augmented Reality & Creative Studio (VARC) Workforce Programs The VARC will provide workshops and services to entrepreneurs to help them: build short- and long-term sustainable marketing plans and expertise. Available topics will include conducting market research; sales and distribution cost analysis; characteristics and buying habits of customers; and methods to develop marketing mixes to reach target markets. The VARC will both deliver and train individuals in Creative Services including key concepts for constructing video marketing including storytelling, scripting and storyboarding.

Each semester, the VARC will host 4 to 10 interns who are honing their expertise in multiple areas including: digital cinema, photography, digital media, live event media production, graphic design, and business. The VARC will provide a workforce based learning laboratory where students can complete capstone experiences for workforce program majors.

The VARC will expand related video and creative services experiential learning opportunities for SCF students with hands-on practice, internships and externships. The VARC Experiential Learning Lab will provide apprenticeship opportunities for students to learn across multiple disciplines. Students will be presented with funded projects from third parties/clients who wish to receive start-up services at a discounted rate. For example, a local law firm seeking a marketing strategy proposal that includes short- and long-term plans for implementing integrated marketing concepts, including the provision of part- or full-time employment of a student/intern.

SCF University Partnership Center Description: The SCF University Partnership Center combines the degree completion opportunities of four-year schools with the local convenience of making these connections in person on SCF's college campus. Each institution in the SCF University Partnership Center provides academic advisement for the programs they offer and publishes the days of the week and hours when their office will be staffed. Appointments can be scheduled outside the published schedule by contacting the university directly at the e-mail address or telephone number listed for each institution. The SCF University Partnership helps promote seamless transitions with elevated access to advisors from partner universities who assist SCF students select appropriate courses aligned with their upper division degree choices at the partner university. The Center will be located on the SCF Bradenton campus and allow for more seamless connections across educational levels contributing to an expanded talent pipeline for regional economic development.

The University Partnership Center smooths transitions from area high schools to SCF and onto partner universities for baccalaureate and graduate degrees. Current partners housed in the University Partnership Center will include the: University of South Florida's FUSE program and the Florida Agricultural and Mechanical University's (FAMU's) IGNITE transfer partnership initiative. Details on these partnerships appear below.

The University of South Florida's FUSE program which offers graduates with Associate degrees guaranteed admission to the USF system. FUSE offers broader student engagement, expands opportunities and potential for student success. FUSE is an expansion of the 2+2 model that maps student paths for matriculation from SCF to completion of baccalaureate degrees at USF. Students will be placed on an academic pathway that provides a seamless transition to the USF System institution of their choice. This allows for timely completion of both associate's and bachelor's degrees. Students on a defined academic path will be advised on course

prerequisites, GPA requirements, tests and any other criteria necessary for admission into limited access or restrictive majors.

FUSE program participants have access to both SCF and USF communities, including expanded opportunities to attend athletic competitions, participate in student life and events. It also offers more opportunities for internships, participation in clubs. Students will be in a stronger position to make the transition to university life and will experience greater integration into campus culture and experiences. This includes a specially designed orientation session at the outset of the program.

Florida Agricultural and Mechanical University's (FAMU's) IGNITE transfer partnership initiative will be a part of the enter as well. The IGNITE Transfer Program provides a clear student path to earning a FAMU bachelor's degree from beginning to end. The program connects students to advisors, professors, and alumni. Students receive expanded access to internships and professional development opportunities as well as study abroad programs and training opportunities. The emerging collaboration between FAMU and SCF will provide guaranteed admission and outlines curriculum maps for baccalaureate degree completion.

SCF University Partnership Center Workforce Training -- The SCF University Partnership Center can support further talent development among SCF associate and baccalaureate degree recipients. Future directions for the SCF University Partnership Center may include expanded delivery of graduate programs through the State College of Florida. SCF has the physical space to offer high quality teaching and learning environments at competitive rates as well as the technology infrastructure to support group and individual distance learning.

Additionally, the SCF University Partnership Center helps promote and support the Cross College Alliance's (CCA) growing efforts to delivers faculty and staff professional development and innovation. SCF's partners in the CCA include: New College of Florida, Ringling College of Art and Design, The Ringling/FSU and the University of South Florida Sarasota-Manatee. The CCA's five broad areas of opportunity include:

- Shared programs, services, curriculum and social events that help attract and retain students
- Shared research projects and connections among faculty that enhance grant access and benefit the region
- Create a culture of collaboration and cooperation among Alliance faculty, staff and students that attracts and retains this talent
- Leverage complementary resources to maximize efficiencies and impact
- Build awareness as an innovative higher education destination for college, communities and employers.

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

State College of Florida, Manatee-Sarasota (SCF) is submitting the current application. SCF will establish, administer, maintain and enhance the components of the SCF Center for Advanced Technology, which is the subject of this proposal. The project's four complementary components – SCF Coding Technology Academy; SCF Technology Incubator & Accelerator; SCF Video, Augmented Reality & Creative Studio (VARC) and ; SCF University Partnership Center – will all have their main offices on the SCF Bradenton campus.

The scope of project activities is within the parameters of the instruction, services and resources provided by Florida College System institutions to students and the community. These efforts strengthen and enhance regional workforce growth initiatives and create a highly-skilled workforce to fill the growing number of information technology intensive positions in the region. The initiative will prepare program participants with specific skills and knowledge that are documentable through degrees, certificates, experiential learning reports and third party industry certifications. The project will support and enhance articulated credit from the local high schools as well as Manatee Technical College and Suncoast Technical College to SCF and will support field trips, career development opportunities and joint high school-college projects.

Each component of the proposal supports SCF institutional economic development related initiatives as well as its existing academic programs, faculty, students and community constituents.

The SCF Coding Technology Academy builds upon and supports two different clusters of Associate in Science and Certificate programs that already exist at SCF. The first cluster revolves around computer technology, graphic design and network systems, as follows:

Associate in Science Programs	Certificate Programs	Certificate Programs
AS, Computer Information Technology	Cert, Computer Programmer	Cert, Graphic and Web Design
AS, Computer Programming & Analysis	Cert, Database Administrator	Cert, Network Infrastructure
AS, Graphic Design Technology	Cert, Graphic Design Support	Cert, Network Security
AS, Network Systems Technology	Cert, Information Technology Analysis	Cert, Network Server Administration
	Cert, Web Development Specialist	
AS Technology Project Management	N/A	N/A

The second cluster of existing SCF programs upon which the SCF Coding Technology Academy is built is advanced manufacturing technology which includes the AS, Engineering Technology program and its associated certificates:

Associate in Science Programs	Certificate Programs	Certificate Programs
AS, Engineering Technology	Cert, Advanced Lean Manufacturing	Cert, Alternative Energy
	Cert, Automation	Cert, Computer Aided Design & Drafting
	Cert, Engineering Technology Support Specialist	Cert, Green Belt Six Sigma

These programs form the basis for the curricula of the SCF Coding Technology Academy offerings. The credit programs and the Academy prepare students for computer and technology-related occupations through the credentials they provide. The right course or sequence of courses can qualify SCF students to sit for a third-party, industry-recognized certification. These students may also earn academic credentials by completing their program of study (associate degree or certificate). The Academy’s offerings can also lead to the skills and knowledge base required to sit for the same third-party exams. Academy courses are non-credit offerings, and available in an accelerated format, providing training options to the community and employers that focus on a coding language or skill-set. Academy offerings deliver content in an expedited format, without requiring an initial or additional higher education degree as a prerequisite.

The SCF Technology Incubator & Accelerator benefits from three existing business-related programs:

- AS, Business Administration, Business Entrepreneurship
- Certificate, Entrepreneurship
- Bachelor of Applied Science, Technology Management

The Incubator & Accelerator will be infused with educational opportunities. Tenant members and affiliates will be able to avail themselves of any of the above-mentioned programs that will contribute to their growth. Companies in the Incubator & Accelerator can also complete a non-credit version of the SCF Entrepreneurship certificate and the content can be evaluated as transferrable into credits toward an Associate degree in Business Entrepreneurship.

In addition, the SCF Technology Incubator & Accelerator will be a focus of internships, job shadowing and externship opportunities for SCF faculty and students. Internships will provide scenarios of solution-based experiential learning, where students learn to assess the business needs and help the business owner develop a plan to stabilize and/or grow their business. Since the businesses involved will be technology-based, it is anticipated that opportunities for internships may extend to computer, technology and advanced manufacturing students, depending on the services and products associated with the Incubator & Accelerator tenants. Graphic design students may intern to support the creation of print and web-based marketing materials. Web design students can support tenants with website design. These types of internships create hands-on capstone activities that provide students with experience that employers value. The internship experience also includes professional development for both Incubator & Accelerator tenants and SCF interns. Having work based learning experiences addresses one of the major concerns expressed by technology employers in recent focus group

gatherings – the ability to apply knowledge to real world problem solving. Students arriving with hands-on experience in their chosen field separate themselves from other candidates.

The SCF Video, Augmented Reality & Creative Studio (VARC) will become a vital and indispensable partner in the project, with its primary purpose being to:

- Support curriculum development and delivery for the Academy and SCF programs in the project.
- Market the project.
- Provide training and support to Incubator & Accelerator member tenants, associates and affiliates.
- Provide internship and externship opportunities to students and faculty in SCF's Associate in Science Digital Cinema program and the Live Event Media Production certificate.

There is a mutual benefit between the VARC and the SCF student interns from the AS, Digital Cinema program and its associated certificate. There are currently two interns providing support for initiatives in the community that will be centralized in the VARC. Another important role of the VARC will be the audio-visual support it will provide to the SCF Coding Technology Academy. Services will include:

- Creating teaching materials and videos.
- Creating digitized recordings of classes for professional development and instructional purposes.
- Digitizing interviews, panel discussions, presentations by industry speakers, and Tech Talks, organized by the Academy and/or the Incubator & Accelerator.

The University Partnership Center will be an extension of transfer exploration and advising activities for educational opportunities beyond the State College of Florida, Manatee-Sarasota. This center, with its classroom space, will provide options to explore SCF articulations with other institutions of higher education. It will provide space for those institutions to offer classes, and will serve as a space (classroom, lab or meeting room) where Academy students and/or Incubator & Accelerator members, associates and affiliates can participate in online courses offered by SCF, formal university partners, and other institutions of higher education.

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

The State College of Florida, Manatee-Sarasota (SCF) has designed an initiative that prepares future employees and entrepreneurs with transferable, sustainable workforce skills applicable to more than a single employer. The SCF Center for Advanced Technology & Innovation is aimed at job creation. The completion of academic programs, primarily SCF degrees and certificates or third party, industry-recognized certifications is an important part of preparing participants for workplace success. Each of programs includes skills and knowledge that can be applied when working in a variety of technology intensive companies. The metacognitive, problem-solving approach to instruction both helps a student earn a degree or certification, while also guiding

students through the process of analyzing a scenario; designing solutions; successfully presenting it for approval; implementing the solution; and applying adjustments or improvements as warranted.

This assertion of transferability is based upon the statewide Florida Department of Education Workforce Curriculum Frameworks designed to provide common outcomes for specific programs and for the courses that make up their component parts. These frameworks can be found on the FLDOE website at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks/>. The frameworks are updated annually as required by changes in the skills and knowledge base needed to assure a labor market supply of employees that meet business and industry needs. SCF is one of the 28 Florida College System (FCS) institutions and has been involved in committee work that reviews existing frameworks and makes recommendations for updating them. The program learning outcomes for the completion of Florida Associate in Science programs or related college credit certificates are therefore, uniform and would be applicable to the execution of a given job, regardless of the company.

Third party, industry-recognized certifications are based on standardized exams designed to assess the test-taker's understanding of the specified tool or software and how to properly apply it to solve business problems. Florida's legislature enacted the Florida Career and Professional Education Act (CAPE), which establishes those industry certifications deemed the most important to expanding economic development throughout the state. CAPE also aims to preserve and attract additional high-value businesses and industries to Florida. The knowledge and skills needed to pass these certification exams can originate with one or more courses in SCF's Associate in Science or certificate programs. Likewise, the SCF Coding Technology Academy curricula are aligned with industry certifications. This alignment assures that the curriculum will focus on the learning outcomes related to certification and develop the skills needed to apply the newly-acquired knowledge and skills for solving problems in the field. The alignment of the industry, occupation and program components of SCF's Center for Advanced Technology will be presented in more detail in the responses to Part 2 Sections A, E and H: Additional Information.

1. D. Describe how this proposal supports a program that is offered to the public.

As with all programs offered by State College of Florida, Manatee-Sarasota, the SCF Center for Advanced Technology & Innovation classes will be offered to the public through "open enrollment" scheduling. Grant funds will be used to create curriculum that is responsive to the workforce needs of a variety of technology intensive industries.

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

As stated in Florida Statute: 1004.65 Florida College System institutions; governance, mission, and responsibilities, 5.b. "Preparing students directly for careers requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Career education in a Florida College System institution shall consist of career certificates, credit courses leading to associate in science degrees and associate in applied science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A Florida College System institution may offer career education programs in fields having lesser academic or technical requirements."

The program proposed by SCF will include both credit and non-credit workforce offerings. The Florida Department of Education (FLDOE) supports career education as a significant collaboration and partnership across both the private and public sectors throughout the state of Florida to improve Florida's workforce.

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

Yes. The SCF Center for Advanced Technology & Innovation initiatives and classes welcome unemployed and underemployed individuals to participate in the programs and services. SCF is an open access institution and serves individuals with high school diplomas or its equivalent. SCF works closely with CareerSource Suncoast to provide access to college classes and has always partnered with them to insure their clients have credit as well as noncredit courses available to meet their needs. The college has been a long standing board member of CareerSource Suncoast (CSS) and college staff meet weekly with CSS to discuss workforce training needs.

1. G. Describe how this proposal will promote economic opportunity by enhancing workforce training. Please include the number of program completers 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.

**SCF Center for Advanced Technology
Course & Program Completers**

The SCF Center for Advanced Technology & Innovation will grow in scope and depth during the project, as reflected by the annual course and program completions data listed below.

YEAR	ANNUAL PARTICIPANTS			ANNUAL COMPLETERS		
	TOTAL	CREDIT	NONCREDIT	TOTAL	CREDIT	NONCREDIT
Year 1 - 2019	900	600	300	335	95	240
Year 2 - 2020	1,025	625	400	458	108	350
Year 3 - 2021	1,050	650	400	465	115	350
Year 4 - 2022	1,125	675	450	485	135	350
Year 5 - 2023	1,185	710	475	510	150	360
Year 6 - 2024	1,250	750	500	510	150	360
Year 7 - 2025	1,300	775	525	510	150	360
Year 8 - 2026	1,350	775	575	525	155	370
Year 9 - 2027	1,350	775	575	525	155	370
Year 10 - 2028	1,350	775	575	550	160	390
Grand Total (Duplicated)	11,885	7,110	4,775	4,873	1,373	3,500

Course participants include duplicated headcount of all participants in credit programs of the initiative, the boot camps and other training in the SCF Coding Technology Academy, and the educational component of the SCF Incubator & Accelerator. Program completers include all positive outcomes for these participants.

Regional Economic Impact

SCF's Center for Advanced Technology & Innovation creates value from multiple perspectives. The Center benefits local businesses by supplying a steady flow of qualified, trained technology proficient workers into the workforce and increasing consumer spending in the region. It enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. It benefits state and local taxpayers through increased tax receipts and a reduced demand for government-supported social services. The SCF Center for Advanced Technology & Innovation benefits society as a whole in Florida by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of course and program participants.

One approach to estimating the regional economic impact is to apply the results of the recently completed college-wide economic impact to the SCF Center for Advanced Technology & Innovation's impact. In the long report, EMSI (2017) economists calculated that SCF Associate degree graduates earn an additional \$7,100 each year compared to high school graduates which equates to \$305,300 per degree recipient over a working lifetime of higher earnings. https://www.scf.edu/content/PDF/president/SCF_MainReport_1516_Finalv2.pdf

Each course a student completes provides them with extra skills that they can apply in the workforce. If the assumption is made that the value is relatively equally proportioned across courses, in a 60 credit Associate degree, completing a single three credit course (or equated credits) adds approximately \$355 per course completed in extra earnings each year or \$15,264 over a working lifetime. The possibility exists that the earnings gains are not equally distributed across courses. However, this is offset in the following calculations by not applying a multiplier to compensate for the higher earnings of graduates in more technical fields who will be served through the SCF Center for Advanced Technology & Innovation.

These figures are conservative since SCF Center for Advanced Technology & Innovation participants and graduates will tend to be in higher earning fields than the overall SCF college going population that drove the EMSI report results. Carnevale, Cheah & Hanson (2015) <https://cew.georgetown.edu/cew-reports/valueofcollegemajors/> confirm that wages differ based on college major. Their work focused on earnings from baccalaureate and graduate degree completers and showed a 19.7 percent wage premium for graduates in the "Computers, Statistics and Mathematics" (CSM) grouping over "All Majors" (median annual wage of college educated workers ages 25 to 59 by supergroup \$76,000 CSM vs \$61,000 All -- See Figure 2.2). In related research, Carnevale, Strohl & Ridley (2017) identified good jobs that pay well without a bachelor's degrees. In their 2017 findings, "Technical" workers were among the top five non-BA good jobs in Florida. (See p. 42) <https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf>

Credit program degree and certificate completer's extra earnings across 10 years, results in an economic impact of **\$34,468,495** based on the extra earnings for participants in the training. The credit program results take into account the number of associate degree recipients versus certificate recipients. Certificate recipient returns are discounted based on the number of credit hours in the specific certificate that we project that they will complete.

Calculations for the noncredit students are based on an average engagement of students in training of the equivalent of 6 credit hours (96 contact hours). We recognize that some noncredit training offered by the SCF Center for Advanced Technology & Innovation is 900 contact hours in length. A low number was chosen for the average period of training for these calculations. Over 10 years 4,575 students served through noncredit courses at \$709.98 in extra annual earnings = **\$26,489,354**. Hence, extra earnings for participants and graduates of the SCF Center for Advanced Technology & Innovation is estimated at **\$60,957,849**. These extra earnings will contribute to additional spending in the region from participants. Additionally, participants in the SCF Center for Advanced Technology & Innovation will pay more in taxes and consume fewer social services.

These figures reflect new skills and accompanying elevated earnings acquired through participation in the SCF Center for Advanced Technology & Innovation education and training

initiatives that are going into the workforce. Additional impacts will be created by the new jobs that entrepreneurs produce through the SCF Incubator & Accelerator.

Associated Metrics Used to Measure the Success of the Proposed Training Through the SCF Center for Advanced Technology & Innovation

- SCF Coding Technology Academy.
 - Number of enrollments
 - Number of graduates
 - Number of completers placed or retained
 - Number of third party industry certifications awarded
 - Number of Postsecondary CAPE Lists certifications awarded

- SCF Technology Incubator & Accelerator.
 - Number of businesses in Incubator brought from idea to early start-up phase
 - Number of business in accelerator who became larger
 - Facility usage
 - Course enrollments
 - Course completions
 - Certificate program completions
 - Number of interns
 - Number of third party industry certifications awarded
 - Number of Postsecondary CAPE list certifications awarded

- SCF Video, Augmented Reality & Creative Studio (VARC),
 - Number of customers served by product type
 - Number of workshops delivered
 - Course completions
 - Number of interns

- SCF University Partnership Center.
 - Number of students served
 - Number of student transfers to partner universities
 - Number of SCF transfers who graduated from partner universities

2. A. Is this an expansion of an existing training program? If yes, please provide an explanation for how the funds from this grant will be used to enhance the existing program.

Yes. The SCF Center for Advanced Technology & Innovation is an expansion of existing training programs which address the training needs around four major areas of study:

- Computer technology and their associated coding languages (including graphic design, coding, networks, analysis, security and administration).
- Digital cinema, which includes the Live Event Media Production certificate.
- Business Entrepreneurship.

- Advanced Manufacturing.

These broad areas include:

- Seven (7) Associate in Science programs
- One Bachelor of Applied Science program
- 17 certificates associated with the above-mentioned Associate in Science programs.

These programs are laid out as follows:

Major	CIP	SOC	TITLE
Computer Programming and Support - Existing SCF Programs - Supporting and Supported by the Coding Technology Academy			
AS, Graphic Design Technology	11.0803	11-1131	Computer Programmers (Computer Graphics)
Cert, Graphic Design Support	11.0803	11-1131	Computer Programmers (Computer Graphics)
Cert, Graphic and Web Design	11.0803	11-1131	Computer Programmers (Computer Graphics)
Cert, Information Tech Analysis	11.0103	11-3021	Computer and Information Systems Managers
Cert, Computer Programmer	11.0202	15-1131	Computer Programmers
Cert, Database Administrator	11.0203	15-1131	Computer Programmers
AS, Computer Information Tech	11.0103	15-1132	Software Developer, Applications
AS, Computer Prog & Analysis	11.0201	15-1134	Web Developers
Cert, Web Development Specialist (new)	11.0801	15-1134	Web Developers
AS, Network Systems Technology	11.1001	15-1152	Computer Network Support Specialist
Cert, Network Infrastructure	11.1001	15-1152	Computer Network Support Specialists
Cert, Network Security	11.1001	15-1152	Computer Network Support Specialists
Cert, Network Server Administration	11.1001	15-1152	Computer Network Support Specialists
AS, Technology Project Management (new)	11.1005	15-3021	Computer and Information Systems Managers
Business Entrepreneurship - Existing SCF Programs - Supporting and Supported by the SCF Technology Incubator & Accelerator			
BAS, Technology Management	11.1099	11-3021	Computer and Information Systems Managers
AS, Business Entrepreneurship	52.0703	11-9199	Managers, All Others
Cert, Entrepreneurship	52.0703	11-9199	Managers, All Others
Digital Cinema - Existing SCF Programs - Supported by the VARC and internships/experiential opportunities through the incubator/accelerator			
Cert, Live Event Media Production	10.0202	27-4012	Broadcast Technicians
AS, Digital Cinema	50.0602	27-4032	Film and Video Editors

Advanced Manufacturing - Existing SCF Programs - related to student experiential opportunities through technology participants of the incubator			
AS, Engineering Technology	15.0000	*	
Cert, Engr Tech Support Specialist	15.0000	17-3029	
Cert, Computer Aided Design & Drafting	15.1303	17-3011	Architectural and Civil Drafters
Cert, Automation (new)	15.0406	17-3024	Electro-Mechanical Technicians
Cert, Advanced Lean Manufacturing (new)	15.0613	17-3026	Industrial Engineering Technicians
Cert, Alternative Energy	15.0503	17-3029	Engineering Technicians, Except Drafters, All Other
Cert, Green Belt Six Sigma (new)	15.0702	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers (Quality Control Technology)

* Engineering Technology, A.S. belongs to an array of SOC codes, including: 17-312, 17-3026, 17-3029, 27-1029, 17-3019, 17-3013, 17-3012, 17-3023, and 17-3027.

In addition to these credit programs, SCF's Corporate and Community Development department provides workforce training that addresses many of the needs of regional employees. Some offerings address workforce readiness skills. Recent demand has increased for compressed training to support a growing advanced manufacturing sector. As can be seen from the letter of support by PGT officials, SCF has been providing them with Manufacturing Skill Standards Council Production Technician (MSSC-CPT) certification training. The testing for this third-party, industry-recognized certification will be one of many exams offered through the High Stakes Testing Center (through Pearson Vue and Certipoint), operated at SCF Lakewood Ranch.

The Center for Advanced Technology strengthens the symbiotic relationships between the existing SCF programs and the components of the proposed project. Existing programs and proposed expansions, together, provide the following synergistic benefits:

- Refresh targeted computer science laboratories.
- Fund exam fee scholarships for students taking third-party, industry-recognized exams in computer science, coding and advanced manufacturing.
- Experiential learning for SCF students in existing programs who intern with the SCF Video, Augmented Reality and Creative Studio (VARC), the SCF Coding Technology Academy or SCF Technology Incubator & Accelerator.
- Faculty shadowing and externship opportunities with companies housed at the SCF Technology Incubator & Accelerator.
- Heightened community and employer engagement in training and programming.
- Access to professional development services developed through the project
- Curriculum support from the VARC for creating learning objects, video production of classes, lectures, Tech Talks, panel discussions and other co-curricular activities that enhance teaching and learning.

SCF Coding Technology Academy

As mentioned above, coding and advanced technology are part of the curricula in the computer science programs and the advanced manufacturing programs. Grant funding will support existing programs, while creating the Coding Technology Academies.

Grant funding will support computer science laboratories with a partial tech refresh of up-to-date computers and software for specific programs. The current curricula will support the development of dynamic instruction for the new Academy, which will augment the reach and impact of credit programs. Credit programs contain comprehensive learning outcomes and appropriate materials to prepare students for taking certification exams and competing in the workplace. The Academy offers the option of a compressed curriculum that focuses on the skills and knowledge base over a flexible timeframe. Where the need exists, both the Academy participants and SCF credit program students will have access to financial support for paying third-party exam fees.

SCF Technology Incubator & Accelerator

Since the focus of the Incubator & Accelerator is to stabilize technology start-ups and help fledgling technology companies to grow, there will be myriad opportunities for SCF student internship. Two of the major observations coming from regional employers is that graduating students need more work readiness skills and a basic level of experience in the field to be competitive in the labor market. The intern experience will include 1) training and follow-up on workforce readiness skills and 2) work assignments that include problem-solving, planning and implementation scenarios. Working with fledgling companies will provide opportunities for business majors (especially business entrepreneurship students), marketing, web design, coding and technology students. Interns may well assist business owners in refining a product or service or designing a marketing campaign.

SCF Video, Augmented Reality & Creative Studio (VARC)

The VARC will provide support instructional material development for current SCF programs as well as the SCF Coding Technology Academy. It will also provide training and services to the member tenant, associate and affiliate companies of the SCF Incubator & Accelerator. In providing these services, the VARC will incorporate SCF Digital Cinema and Live Event Media Production students as interns. Currently there are two interns working with a community based component of a related project.

The funds from the project will directly support existing programs, but the intertwined support between existing and proposed project components will be made possible by the expenditure of funds as set out in part three of this proposal.

2B. Does the proposal align with Florida's Targeted Industries?

Yes. The SCF Center for Advanced Technology & Innovation is aligned with the following Florida Targeted industries.

- SCF Coding Technology Academy
 - Information Technology Software

- SCF Incubator & Accelerator
 - Consulting
- SCF Video, Augmented Reality & Creative Studio (VARC),
 - Digital technology & Media
- SCF University Center.

2. C. Does the proposal align with an occupation on the Statewide Demand Occupations List and/or the Regional Demand Occupation List?

Yes. The SCF Center for Advanced Technology & Innovation is aligned with the following fields on the Demand Occupations Lists.

2018-19 Florida Statewide Demand Occupations List

SOC Code†	HSHW††	Occupational Title†	Annual	Annual	2017 Hourly Wage		FLDOE	In EFI	Data
			Percent		Openings	Mean	Entry	Training	
			Growth		Mean	Entry	Code	Industry?	Source†††
151132	HSHW	Software Developers, Applications	2.74	74	41.45	25.15	4	Yes	R
151134	HSHW	Web Developers	3.16	36	30.03	20.71	3	Yes	R
151152	HSHW	Computer Network Support Specialists	1.50	913	28.26	17.76	3	Yes	S

2018-19 Workforce Development Area 18 - Manatee and Sarasota Counties

SOC Code†	HSHW††	Occupational Title†	Annual	Annual	2017 Hourly Wage		FLDOE	In EFI	STEM
			Percent		Openings	Mean	Entry	Training	
			Growth		Mean	Entry	Code	Industry?	Occupation?
151132	HSHW	Software Developers, Applications	2.43	3,276	43.36	27.52	4	Yes	Yes
151134	HSHW	Web Developers	3.20	1,102	30.60	18.75	3	Yes	Yes

Source: Florida Department of Economic (Accessed 2018, September 28). Opportunity 2018-2019 Regional Demand Occupation Lists. Tallahassee, FL: Author
<http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>

2. D. Indicate how the training will be delivered and where.

Some of the training for this initiative will be offered in traditional, face-to-face lecture/small group/problem solving format, while other portions will be offered in online format or a mixture of face-to-face classes and online participation (blended format).

Existing State College of Florida, Manatee-Sarasota (SCF) Degree Programs:

Associate in Science and certificate programs

Face-to-face and blended courses for SCF's credit programs are offered on College campus sites. SCF offers classes at:

SCF Bradenton 5840 26 th Street West Bradenton, FL 34207	SCF Venice 8000 South Tamiami Trail Venice, FL 34293	SCF Lakewood Ranch 7131 Professional Parkway East Sarasota, FL 34240
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The College's eCampus consists of all courses that are taught online. The SCF Incubator & Accelerator will have a location in downtown Sarasota as well as at SCF Bradenton and SCF Lakewood Ranch.

All Bachelor of Applied Science (BAS) programs are primarily offered online. The SCF Center for Advanced Technology & Innovation initiatives include the BAS program in Technology Management, which is offered online and could be accessed by SCF Incubator & Accelerator members through the technology within the University Partnership Center located within the same building at SCF Bradenton. They may also access any online course from anywhere that the student has access to a broadband Internet connection.

Most programs have some courses online so that students can take a mixture of face-to-face courses and online offerings to complete their program of study. However, some of the programs included in this initiative require specialized equipment and/or software; and hands-on interaction with the faculty members and the technology are necessary to assure that the student has mastered the rigorous curriculum. Even when all program-specific courses must be taken in the classroom/lab, any required general education courses needed for graduation can be taken online.

The following programs fall into the situation of requiring students in the classroom for most, if not all the program-related courses:

- 1) Digital Cinema, A.S.
- 2) Graphic Design Technology, A.S.
- 3) Automation, certificate
- 4) Computer Aided Design and Drafting, certificate
- 5) Database Administrator
- 6) Graphic and Web Design, certificate
- 7) Graphic Design Support, certificate

- 8) Live Event Media Production, certificate.

Business Administration, Business Entrepreneurship, A.S. can be attained online or by taking a combination of online and courses meeting at SCF campuses. Its corresponding certificate, Entrepreneurship, is available either completely face-to-face or completely online.

Other programs that can be completed entirely online are:

- 1) Computer Information Technology, A.S.
- 2) Network Systems Technology, A.S.
- 3) Information Technology Analysis, certificate
- 4) Network Security
- 5) Network Server Administration

A mixture of online and face-to-face courses are required to complete the following programs:

- 1) Computer Programming and Analysis, A.S.
- 2) Engineering Technology, A.S.
- 3) Advanced Lean Manufacturing, certificate
- 4) Alternative Energy, certificate
- 5) Computer Programmer, certificate
- 6) Engineering Technology Support Specialist, certificate
- 7) Green Belt Six Sigma, certificate
- 8) Network Infrastructure, certificate
- 9) Web Development Specialist, certificate

Whether students take courses at one of the SCF campuses or online, the rigor of the curricula is the same and prepares students with the requisite skills and knowledge to meet the needs of employers in the region. Individual or groups of courses also prepare students to pass third party, industry-recognized certification exams. These certifications are evidence of competence that the student can add to his/her resume. Both the SCF degree (associate degree or certificate) and industry certifications assure an employer of highly prepared job applicants.

SCF Coding Technology Academy

Training for the SCF Coding Technology Academy will take place, face-to-face, in three locations to serve Manatee and Sarasota counties. While additional locations may be added in the future, the three targeted locations include two SCF campuses – SCF Bradenton and SCF Lakewood Ranch – and a to-be-determined site in downtown Sarasota, Florida. The addresses for the two SCF campuses are provided above. It is anticipated that by the end of the initial grant implementation period SCF Bradenton will have the highest enrollment for the SCF Coding Technology Academy. In the future components of the Academy curriculum may be offered online, but for the immediate future, courses will be offered at the sites listed above. The delivery plan and locations will be open to adjustments, according to the needs of the regional employers and other College constituents, always ensuring the level of rigor and quality of the curriculum and instruction.

2. E. Indicate the number of anticipated annual enrolled students and completers in the proposed program.

The SCF Center for Advanced Technology & Innovation will grow in scope and depth during the project, as reflected by the participant and completions data listed below. Annual completers are projected to increase by approximately 64 percent from year one to year ten.

YEAR	ANNUAL PARTICIPANTS			ANNUAL COMPLETERS		
	TOTAL	CREDIT	NONCREDIT	TOTAL	CREDIT	NONCREDIT
Year 1 - 2019	900	600	300	335	95	240
Year 2 - 2020	1,025	625	400	458	108	350
Year 3 - 2021	1,050	650	400	465	115	350
Year 4 - 2022	1,125	675	450	485	135	350
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Year 8 - 2026	1,350	775	575	525	155	370
Year 9 - 2027	1,350	775	575	525	155	370
Year 10 - 2028	1,350	775	575	550	160	390
Grand Total (Duplicated)	11,885	7,110	4,775	4,873	1,373	3,500

Participants includes duplicated headcount of all credit program enrollments related to initiative components; the boot camps and other training in the SCF Coding Technology Academy; and the educational component of the SCF Incubator & Accelerator. Completers include all positive outcomes for these participants.

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

State College of Florida, Manatee-Sarasota (SCF) will provide workforce training through both credit and non-credit curricula. Start and end dates will depend on 1) the type of course -- credit or non-credit -- and 2) program intensity based on the preferences of different target populations.

SCF's mission is as follows: "State College of Florida, Manatee-Sarasota, guided by measurable standards of institutional excellence, provides engaging and accessible learning environments that result in student success and community prosperity."

The proposed project enhances SCF's current credit and non-credit program offerings and expands the continuum of learning options as they relate to information technology, emerging technologies, advanced manufacturing and business entrepreneurship. These options will provide students with the requisite knowledge, technology skills and workplace readiness to obtain employment in a broad array of advanced technology positions.

College Credit Programs

Credit programs can begin in January 2019. Time to completion depends on both appropriate course sequencing and the number of credits in the program. Some programs contain courses in a sequential series, where students must take the courses in a designated order. SCF's Associate in Science programs have advising tools known as degree pathways, which recommend what students should take each semester to graduate in two years (for full-time students). These templates are included on the SCF's Academics webpage (<http://scf.edu/Academics/degree-pathways.asp>). The sequence supports timely degree and certificate completion. Students can shorten time to degree by enrolling in summer term classes.

Full-Time Timeframe for Associate in Science Programs (taking 30 credits taken in each academic year)

Associate Degree Program Name	Total Credits	Program length	Months
Business Administration, Business Entrepreneurship	60	Two academic years	20-24
Computer Information Technology	60	Two academic years	20-24
Computer Programming & Analysis	60	Two academic years	20-24
Digital Cinema	60	Two academic years	20-24
Engineering Technology	60	Two academic years	20-24
Graphic Design Technology	60	Two academic years	20-24
Network Systems Technology	60	Two academic years	20-24

As anticipated, part-time course taking lengthens time to degree. Part-time enrollment works better for some populations including those who need to work to pay for school and living expenses.

Part-time Timeframe for Associate in Science Programs (taking fewer than 12 credits in fall and/or spring terms or less than 30 credit hours per academic year)

Associate Degree Program Name	Total Credits	Program length	Months
Business Administration, Business Entrepreneurship	60	Three academic years	32-36
Computer Information Technology	60	Three academic years	32-36
Computer Programming & Analysis	60	Three academic years	32-36
Digital Cinema	60	Three academic years	32-36
Engineering Technology	60	Three academic years	32-36
Graphic Design Technology	60	Three academic years	32-36
Network Systems Technology	60	Three academic years	32-36

Certificate programs vary in length, from 12 to 30 credit hours. They are usually embedded within an associate in science degree program. They may contain courses that must be taken in a specified order (one being a prerequisite of the other). This may limit the ability to compress time to completion.

Certificate Programs (from 12 to 30 credit hours each)

Certificate Program Name	Total Credits	Program length	Months
Advanced Lean Manufacturing	12	One Academic Year	8-12
Alternative Energy	18	One Academic Year	8-12
Automation	12	One Academic Year	8-12
Computer Aided Design and Drafting	24	One+ Academic Year	12-16
Computer Programmer	30	One+ Academic Year	12-16
Database Administrator	15	One Academic Year	8-12
Engineering Technology Support Specialist	18	One Academic Year	8-12
Entrepreneurship	12	One Academic Year	8-12
Graphic and Web Design	24	One+ Academic Year	12-16
Graphic Design Support	15	One+ Academic Year	8-12

Information Technology Analysis	27	One+ Academic Year	12-16
Live Event Media Production	24	One+ Academic Year	12-16
Network Infrastructure	21	One+ Academic Year	12-16
Network Security	30	One+ Academic Year	16-20
Network Server Administration	24	One+ Academic Year	16-20
Web Development Specialist	36	One+ Academic Year	16-20

SCF Coding Technology Academy

Training Options

SCF Coding Technology Academy (Academy) courses will begin being offered within 60 days of the project being funded. The order and frequency of course offerings will be dictated by regional demand. Courses will be offered at two SCF campuses (SCF Bradenton and SCF Lakewood Ranch) and at one community location in downtown Sarasota, Florida. All Academy courses taught at the above-mentioned Academy locations, will be open to the public. Courses may also be taught at company sites. Programs will be offered to the public via face-to-face, online or classes using a blending of face-to-face meetings with online components (blended).

The rigorous content of the SCF Coding Technology Academy will be offered with full-time and part-time immersive training options to meet the needs of students and employers. The time to completion will be determined by the number of contact hours in the program and the intensity/compactness of instruction (number of hours per day and number of days per week). While the number of instructional hours remain the same, the time to completion will depend, in part, on local workforce needs and participants’ scheduling challenges. Bootcamps and other Academy offerings may be compressed into as many as 40 hours per week to accommodate those who can attend class all day. There may also be opportunities to go to class three hours per evening, Monday through Thursday, or twice a week, depending on constituent needs. Start dates, time of day, hours per day (or week) and instructional modality (face-to-face, online or a blending of the two), will be selected to support training options for the following target populations:

- Beginners looking to enter coding or technology careers.
- Degree holders looking to re-career.
- Incumbent workers looking to upgrade skills in specific languages and/or needing industry certifications (testing available through the SCF Lakewood Ranch High Stakes Testing Center.
- IT workers looking to move into management positions.
- Technology entrepreneurs needing additional training to grow their business and develop, improve or market their technology products and/or services.

Training will be on demand via client-driven delivery methods including full-time short duration and/or in the evening, and on weekends to fit the schedules of working Academy participants.

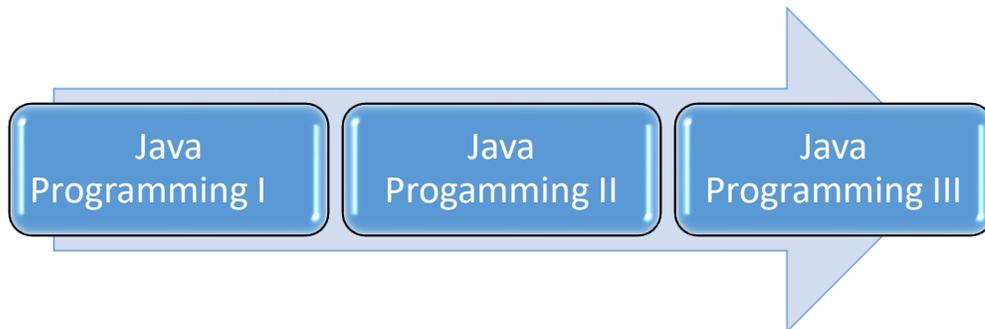
Based upon input from regional employers who participated in a series of focus groups, the initial languages featured in the Academy will include:

- CLA: Programming Essentials in C
- CPA: Programming Essentials in C++
- PCAP: Programming Essentials in Python
- CLP: Advanced Programming in C
- CPP: Advanced Programming in C++
- NDG: Linus I & II
- Cybersecurity Essentials
- CISCO Academy (Introduction to Networking, Routing & Switching, Scaling Networks, Connection Networks)
- The initial range of training options for this program will include:
- Comp TIA+ (assorted)
- MOS – Microsoft Office Specialist
- CCNA - Cisco Certified Network Associate
- CCNP – Cisco Certified Network Professional
- MCSE – Microsoft Certified Solutions Expert
- MTA – Microsoft Technology Associate
- Python
- C++/C#/.net
- Java
- Scrum/Project Management
- Graphic Design/Dreamweaver
- MSSC-CPT – Certified Production Technician
- PHP – Hypertext Preprocessor
- SQL – Structural Query Language
- Quickbooks Certified User (for SCF Technology Accelerator/Incubator participants)
- Ethical Hacking

Several training programs are available to offer immediately while others will be rolled out as curriculum is refined based on demand. It is important to note that each area of training offered by the Academy often has more than a single level and may have a third-party, industry-recognized certification corresponding to a single level or a combination of levels of mastery within the program series.

Below are examples of training available for three languages: Java, Python and C++. Each level of training includes a brief explanation of the course outcomes and the number of contact hours of instruction. Links are also provided to the Pearson Vue exam for three of the courses. Following these sample descriptions are three sample mini-courses, which introduce students to software development, web development and programming. These mini-courses are the segue into studying coding languages, advanced manufacturing and IT programs of study or as a precursor to taking the 240-hour Software Developer Bootcamp.

Sample Training Programs



JAVA Programming

Java is a general purpose computer programming language that is concurrent, class-based, object oriented and one of the most popular programming languages in use.

Java Programming I 24 contact hours

Introduces the idea of Object Oriented Programming, objects, classes, state and behavior, statements and expressions, instance and class methods, casting, arrays, logic and loops, creating classes, creating Java applications, command-line arguments, constructor methods, overriding methods, overriding constructors, beginning Collections usage, and finalizer methods. Suggested prerequisites: Introduction to Programming Languages.

Java Programming II 24 contact hours

Covers inheritance, collections, enums, exception handling, auto boxing and basic IO via the keyboard and console. Prerequisites: Java Programming- Part I. Students must be familiar with Object Oriented Programming and terminology before taking this course.

Java Programming III 48 contact hours

This course is a hands-on, practical look at creating basic Java Web Apps using Servlets and JSP's. The class covers the basics of the HTTP protocol, GET and POST handling, Request and Response handlers, generation of the response HTML to send back to the client, request and response headers and Session variables. The class also covers a web framework to interact with and style the web apps you create. Suggested prerequisites: Java Programming- Part II.

PYTHON

Python is an interpreted high-level general purpose programming language. What does all that mean? Simply that it is easy to learn and interpret, quick to program in, runnable without compiling, and able to do just about anything. You've heard of YouTube, right? Runs

partially on Python. Pinterest and Instagram? Uses Django (which is a Python framework). Dropbox? Python. Survey Monkey? Python. Python is a popular and widely used language.

Introduction to Python 48 hours

People gravitate to technology to solve problems. Python is a programming language that lets you work quickly to solve these problems. If you are interested in learning Python, this is the class for you. We will emphasize learning the basics of programming using Python.

Intermediate Python 48 hours

Utilizing Python 3, Intermediate Python is a project-based class in which you will learn the ins and outs of the Python language beginning where the introduction class left off. This class takes a new approach to learning python and integrates with many of the same technologies you will see working in the development world such as GitHub and cloud IDEs. This course will give you the tools and experience you need to apply the Python programming language in real world scenarios upon completion. Suggested prerequisites: Introduction to Python class or novice experience with Python. The course is aligned to the following certification:

- [PCAP – Python Certified Associate Programmer](#)

C++ LANGUAGE

C++ is one of the most widely used programming languages for interacting with hardware, controllers, and components, fueling growth in the digital economy. These workshops will build foundational IT skills needed in jobs related to software development, network engineering, systems administration and building higher level applications with graphic libraries, computer network simulators, and systems of remote device and network management. (Based upon employer need, the latest version of C# may be substituted).

Programming Essentials in C++ Course Overview 70 hours

Programming Essentials in C++ teaches the basics of programming in the C++ programming language, as well as the fundamental concepts and techniques used in object-oriented programming. The course begins with the universal basics, without relying on object concepts, then gradually extends to advanced concepts that are encountered using the objective approach. By the end of the course, students will be able to: Describe the universal concepts of computer programming; Use the syntax, semantics, and basic data types of the C++ language; understand the principles of the object-oriented model and its implementation in the C++ language; resolve typical implementation problems using standard C++ language libraries. The course is aligned to the following certification:

- [CPA - C++ Certified Associate Programmer Certification](#)

Advanced Programming in C++ Course Overview 70 hours

Advanced Programming in C++ covers intermediate and advanced C++ programming topics for junior-level and specialist-level IT and software development jobs. The course includes hands-on labs, quizzes and assessments to learn how to utilize the skills and knowledge

gained on the course and interact with some real-life programming tasks and situations. Students will be able to Understand the C++ template mechanism; read and understand definitions of template functions and classes; use property template classes and methods, including third-party templates; create template functions and classes; understand and use the elements of the C++ STL library, including the IO part; solve common programming problems with STL-predefined classes and methods. Prerequisites: Essentials in C++ course, CPA certification or equivalent knowledge. The course is aligned to the following certification:

- [CPP – C++ Certified Professional Programmer Certification](#)

Mini-courses---This is I.T.!

We will have mini-sessions to highlight several areas of IT as an overview to the profession such as web development. These mini-sessions will pre-empt a boot camp such as the one listed below.

Software Development *Mini-course* 6 hours

These classes are designed to introduce you to the fundamentals of web development. The fast pace and challenging mini-project will give you a taste of the full blown 24 week full stack web development bootcamp (full-bootcamp) that is offered. At the end of the last class, you will get an opportunity to meet the instructors of the bootcamp, and have any questions answered relating to training approaches, nature of projects you will be given, job prospects, career planning approaches etc.

Introduction to Web Development & Programming *Mini-course* 12 hours

This week long training program is designed to introduce you to computer programming. At the end of the session, you will have a good idea what programming in Python, a popular and easy to learn programming language, is all about. The course will include several lectures, demonstrations and hands-on exercises, giving you a good foundation in Introductory Python and principles of programming, including how to structure your code, how to write pseudo-code and comments, and how to formally document your code. At the end of the day, you will be introduced to the Software Development Bootcamp, its' objectives, structure, costs and answering questions to determine if this is a good fit for the attendee's career objectives. Prerequisite: Basic computer use, and prior computer programming experience is not required.

Software Developer Bootcamp 240 hours

This intensive program will prepare you for a job as a Web Developer. It will teach you how to design, develop, test and deploy front-end, back-end, database and services in the cloud using highly sought after technologies today. You will immerse in HTML, CSS, JavaScript, JQuery, ReactJS, Linux, Git, AWS etc. You will learn how to design and build backend systems including SQL database schemas, RESTful APIs and services. You will learn how to work in a multi-developer team, using tools like Git, Github and Atlassian Jira. Suggested prerequisite is basic computer knowledge. Prior programming language is not required but will help you navigate the bootcamp materials and projects.

MSSC-CPT Certification 80 contact hours

This course consists of 5 modules and 4 assessments in the areas of Workplace Essentials, Safety Awareness, Production and Processes, Maintenance Awareness and Quality Assurance. Upon successful completion of 5 modules and 4 assessments over the course of 80 hours, you can earn your MSSC Certified Production Technician (CPT) certification, a nationally recognized certificate that can be used for employment across all manufacturing sectors.

The courses are delivered live remotely over the internet. All you need is a stable, fast internet connection and a headset with microphone. Additionally, participants earn 15 credit hours toward an Associate Degree in Engineering Technology at State College of Florida as well as other Florida colleges that offer the program.

2. G. Describe the plan to support the sustainability of the program after grant completion.

Strategic Relationships with Key Public-Private Partnership Stakeholders. Sustainability of the SCF Center for Advanced Technology & Innovation has been part of the discussion since project inception. The public private partnerships out of which the interrelated projects came forth forms the foundation for post funding sustainability. The partnership between area employers, the Economic Development Corporation (EDC) of Sarasota County, the Bradenton Area EDC, educational partners, and SCF as documented by the outpouring of letters of support provides a stable launching point for sustaining the initiatives.

- Adrizer, Ken Bond, CEO
- ATLARGE, Anand Pallegar, Founder & CEO
- Barancik Foundation, Teri A. Hansen, President/CEO
- Biter Enterprises, Jesse Biter, CEO
- Bradenton Area Economic Development Corporation, Sharon Hillstrom, President & CEO and Kirk Boylston, Lakewood Ranch Commercial, 2018 Bradenton Area EDC Chair
- CareerEdge, Mireya Eavey, Chief Workforce Officer
- CareerSource Suncoast, Ted Ehrlichman, President/CEO
- Clickbooth.com, Dzenis Softic, Chief Technology Officer
- CrossCollegeAlliance, Linda M. de Mello, Manager
- Dealers United, Pete Peterson, CEO & Managing Partner
- Economic Development Corporation of Sarasota County, Mark Huey, President & CEO
- FloorForce, John Weller, CEO
- Lakewood Ranch Business Alliance, Heather Kasten, President/CEO
- Manatee Chamber of Commerce, Jacki Dezelski, IOM, President/CEO
- Manatee County Redevelopment and Economic Opportunity Department, Geri Campos Lopez, CEcD, Director
- Manatee County Schools, Doug Wagner, Deputy Superintendent Operations (Interim)

- PGT Innovations, Debbie LaPinska, SVP of Human Resources
- Sarasota County Schools, Todd Bowden, Ed.D., Superintendent
- SCORE Manasota, Dennis Zink, Chapter Chair
- S-One, Art Lambert, Owner

Members of the groups supporting the project will be asked to serve in advisory and mentoring roles for related projects.

Strategic Plan Priority Alignment. The projects outlined in the proposal are aligned with the College's Strategic priorities. Strategic Priority 3 of the State College of Florida, Manatee-Sarasota current strategic plan – Boldly Engaging – centers around providing programs and services that are rapidly responsive to area workforce needs. Boldly Engaging prioritizes Increase the number and quality of workforce program offerings to address employer demand and student interest. Relatedly, increasing the number of student internships is highlighted. Strategic Priority 4 focuses on SCF's central role in the educational, cultural and workforce development of the region.

Communications & Outreach. SCF has a strong communications and outreach strategy in place to promote Center for Advanced Technology initiatives. Communications will be enhanced through the expanded services offered through the Video, Augmented Reality & Creative Studio (VARC) that is being launched as a part of the grant. High visibility communications play an important role in gaining widespread recognition of the progress and outcomes achieved through the new programs and services housed in the Center for Advanced Technology. The plan is to summarize and share lessons learned during the grant with the broader community.

Institutionalization of “What Works” Moving Forward. The Enterprise Florida Grant seeks start-up dollars to support the new Center for Advanced Technology initiatives. Formative assessment of grant components will occur throughout the process. The emphasis will be on continuous improvement. SCF and its partners will be agile, expanding on what works and refining or phasing out components that are not making sufficient progress. Over the period of the grant, internal capacity will be built, and program champions identified who can help lead the initiatives moving forward. New initiatives that work well are expected to become part of the institution's established systems.

Diversification of Funding Sources: Supporting the Center for Advanced Technology initiatives in the future will rely on a diversification of funding sources including:

Membership and/or service fees -- SCF Incubator & Accelerator. SCF Video, Augmented Reality & Creative Studio (VARC).

Student/participant tuition and fees for courses – SCF Incubator & Accelerator. SCF Coding Technology Academy. SCF Video, Augmented Reality & Creative Studio (VARC). SCF University Partnership Center.

State funding from third party industry certifications on the Postsecondary CAPE List – SCF Incubator & Accelerator. SCF Coding Technology Academy. SCF Video, Augmented Reality & Creative Studio (VARC).

Volunteer engagement – Multiple groups have agreed to volunteer to support components of the Center for Advanced Technology. SCORE provides business mentoring services to prospective and established small business owners and provides mentoring. Area employers have volunteered to serve on advisory groups, host gatherings or class sessions and serve as mentors. Alumni of the SCF Incubator & Accelerator may be invited to assist the next wave of new start-ups to help them build their businesses.

In-kind donations – Collaborators may be able to provide goods or services to support the Center for Advanced Technology & Innovation.

2. H. Identify any certifications, degrees, etc. that will result from the completion of the program. Please include the Classification of Instructional Programs (CIP) code and the percentage of completer in each code, corresponding with Section E.

The following indicates the number of completers for each program for which there is a positive outcome (associate degree, bachelor’s degree, certificate or industry-recognized certification). The CIP and SOC for each program or training element is given as well as a sample of completions for the first two years of the program below. Completers and percentages for the remainder of the years are addressed in Appendices SCF 2-H A and B.

Credit Programs:

Major (Credit Programs)	CIP	SOC	Completions in Year One	%	Completions in Year Two	%
Computer Programming and Support - Existing SCF Programs - Supporting and Supported by the Coding/IT Academy						
AS, Graphic Design Technology	11.0803	11-1131	12	3.6%	14	3.1%
Cert, Graphic Design Support	11.0803	11-1131	16	4.8%	17	3.7%
Cert, Graphic and Web Design	11.0803	11-1131	5	1.5%	5	1.1%
Cert, Information Tech Analysis	11.0103	11-3021	3	.9%	3	.7%
Cert, Computer Programmer	11.0202	15-1131	4	1.2%	4	.9%
Cert, Database Administrator	11.0203	15-1131	1	.3%	1	.2%
AS, Computer Information Tech	11.0103	15-1132	8	2.4%	9	2.0%
AS, Computer Prog & Analysis	11.0201	15-1134	8	2.4%	9	2.0%
Cert, Web Development Specialist (new)	11.0801	15-1134	2	.6%	3	.7%
AS, Network Systems Technology	11.1001	15-1152	6	1.8%	7	1.5%
Cert, Network Infrastructure	11.1001	15-1152	2	.6%	2	.4%
Cert, Network Security	11.1001	15-1152	2	.6%	2	.4%
Cert, Network Server Administration	11.1001	15-1152	1	.3%	2	.4%
AS, Technology Project Management (new)	11.1005	15-1199	0	0%	1	.2%

Subtotal			70	21.5%	79	17.3%
Business Entrepreneurship - Existing SCF Programs - Supported and Supported by the SCF Business Incubator/Accelerator						
BAS, Technology Management	11.1099	11-3021	9	2.7%	9	2.0%
AS, Business Entrepreneurship	52.0703	11-9199	2	.6%	2	.4%
Cert, Entrepreneurship	52.0703	11-9199	1	.3%	1	.2%
Subtotal			12	3.6%	12	2.6%
Digital Cinema - Existing SCF Programs - Supported by the VARC and internships/experiential opportunities through the incubator/accelerator						
Cert, Live Event Media Production	10.0202	27-4012	1	.3%	2	.4%
AS, Digital Cinema	50.0602	27-4032	2	.6%	2	.4%
Subtotal			3	.9%	4	.9%
Advanced Manufacturing in high demand by regional companies - Existing SCF Programs - related to student experiential opportunities through technology participants of the incubator						
AS, Engineering Technology	15.0000	*	6	1.8%	7	1.5%
Cert, Engr Tech Support Specialist	15.0000	17-3029	2	.6%	2	.4%
Cert, Computer Aided Design & Drafting	15.1303	17-3011	2	.6%	2	.4%
Cert, Automation (new)	15.0406	17-3024	0	0	0	0
Cert, Advanced Lean Manufacturing (new)	15.0613	17-3026	0	0	0	0
Cert, Alternative Energy	15.0503	17-3029	0	0	1	.2%
Cert, Green Belt Six Sigma (new)	15.0702	51-9061	0	0	1	.2%
Subtotal			10	3.0%	13	2.8%
SUBTOTAL			95	28.4%	108	23.6%

* Engineering Technology, A.S. belongs to an array of SOC codes, including: 17-312, 17-3026, 17-3029, 27-1029, 17-3019, 17-3013, 17-3012, 17-3023, and 17-3027.

Coding Technology Academy Programs

Type of Certification	CIP	SOC	Completers in Year One	%	Completers in Year Two	%
Comp TIA+ (assorted)	11.0103	15-1132	35	10.5%	40	8.7%
MOS	11.0103	15-1132	15	4.5%	20	4.4%
CCNA	11.1001	15-1152	15	4.5%	20	4.4%
CCNP	11.1001	15-1152	15	4.5%	25	5.5%
MCSE	11.1001	15-1152	10	3.0%	20	4.4%
MTA	11.1001	15-1152	10	3.0%	15	3.3%
Python	11.0201	15-1134	10	3.0%	20	4.4%
C++/ C#/.net	11.0103	15-1132	10	3.0%	20	4.4%
Java	11.0201	15-1132	20	6.0%	25	5.5%

Scrum/Project Management	11.0803	15-1134	10	3.0%	10	2.2%
Graphic Design/Dreamweaver	50.0602	27-1024	10	3.0%	15	3.3%
MSSC-CPT	15.0000	17-3026	35	10.5%	45	9.8%
PHP	11.0103	15-1132	10	3.0%	20	4.4%
SQL	11.0103	15-1132	15	4.5%	20	4.4%
Quickbooks Certified User	52.0703	11.9199	10	3.0%	20	4.4%
Ethical Hacking	11.1001	15-1152	10	3.0%	15	3.3%
SUBTOTAL			240	71.6%	350	76.4 %
GRAND TOTAL			335	100%	458	100%

The projections for completers by program award and certification may vary depending on changing labor market demands. Therefore, while the actual completions by program may not align with the individual award projections, achieving the overall number of completers will be the appropriate measure of success

3. 4 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.

The proposed project budget is reasonable, cost-effective and adequate to support the project and the activities that address critical workforce needs in this region. Based on a 10-year projection, the cost per participant is approximately \$304 and the cost per completer is \$741. State College of Florida will effectively and efficiently administer the project. The funds awarded will be used strictly for activities outlined in this proposal. The SCF Finance Department, Purchasing and Business Services will provide support and guidance to the project throughout the grant period, ensuring that purchases and payments are in compliance with college, state, and federal rules and procedures.

Equipment: \$207,000. Equipment includes items that are \$5,000 or more. Funds for equipment are requested to support the new and enhanced programs that lead to industry-recognized licensure, credentials, certificates and degrees. All items requested will enhance the training and provide participants with the most applicable educational experience. All equipment purchases will be tagged and identified as specific to this project. Each equipment item will be purchased following appropriate college and state policies and procedures.

Studio Hardware	\$40,000
Control Room Hardware and Computer	\$14,000
Control Room Shelving System	\$ 6,000
Editing Bay Computers	\$28,000
Remote Camera Equipment	\$25,000

Video and Editing Software	\$25,000
Dedicated Server/Bandwidth	\$27,000
Three “smart” classroom podiums @ \$14,000 each	\$42,000

Personnel: \$1,274,468. The personnel requested are critical to administer and conduct project activities. The salaries requested are both reasonable and adequate and are appropriate for industry pay scales for positions with similar duties.

Position Title	#	Annual Salary + Fringe	Year One	Year Two	Total	Comments
Project Coordinator/Trainer - Coding/Tech Academy	1	\$85,400	\$42,701	\$85,400	\$128,101	.5 in Y1
Accelerator Director	1	\$94,720	\$47,360	\$94,720	\$142,080	.5 in Y1
Accelerator Assistant	1	\$49,920	\$24,960	\$49,920	\$74,880	.5 in Y1
Staff Assistant*	1	\$38,488	\$38,488	\$38,488	\$76,976	
Tech Support*	3	\$49,681	\$49,681	\$149,043	\$198,724	1 in Y1; 3 in Y2
Web Developer*	1	\$68,064	\$34,032	\$68,064	\$102,096	.5 in Y1
Workforce Solutions Director	.25	\$21,350	\$21,350	\$21,350	\$42,700	Current SCF staff
Video Production Staff*	4	\$250,695	\$250,695	\$258,216	\$508,911	
TOTAL			\$509,267	\$765,680	\$1,274,468	

*will support both coding academy and accelerator

Contractual staff: \$170,000. Subject matter experts will help design and delivery of training materials. SCF Faculty, local employers and industry experts will conduct mini-sessions, workshops, deliver training modules, and provide support to accelerator and coding academy.

	Hourly cost	# of hours over two years	Year One	Year Two	Total
Curriculum Development	\$50	800	\$20,000	\$20,000	\$40,000
OPS - Instructors	\$50	2,600	\$50,000	\$80,000	\$130,000
TOTAL					\$170,000

Facilities: \$262,500. The facilities requested are required to increase training outcomes to include a coding/technology academy and training center in downtown Sarasota, which will serve as a hub of IT interaction and training. This center will be an asset to the recruitment and talent retention activities of the local economic development organizations and creating a robust technology community.

Rent and utilities for downtown Sarasota location for Y1 & Y2	\$262,500
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Training Materials: \$352,364. To include hardware and software for classes, in addition to cost of industry certification preparation and testing up to 700 students at an average of \$195 per test, plus training resources. To establish mobile computer labs for coding/technology academy courses.

Industry Certifications/ Supplies	\$180,000
Computers 44 @ \$1,531 each	\$67,364
Servers 3 @ \$27,000	\$81,000
Software/licenses	\$24,000

Other: \$1,077,712

Equipment, fixtures and furniture for building 8	\$545,065
Video Studio Furniture Systems	\$10,000
Movable Wall Systems 3372 linear feet @ \$136 per foot for building 8	\$458,647
Marketing/printing/recruitment	\$56,000
Travel between locations for staff	\$8,000

Total	\$3,344,044
Indirect Cost @ 8%	\$267,524
TOTAL Grant Request	\$3,611,568

Leveraged Funding

Renovation of building 8 on SCF Bradenton campus	\$4,504,665
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4. 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 Board of Trustees of the State College of Florida, Manatee-Sarasota approves grants and contracts for the college.

4. 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 meeting for the group for a period of at least six months.

SCF District Board of Trustees meetings will be held Oct. 30 and Dec. 11 in 2018, and Jan. 29, Feb. 26, and March 26 in 2019.

- ii. State whether entity is willing and able to hold special meetings, and if so, upon how many days' notice.

Usually, 12 days' notice is required to schedule a special Board of Trustees meeting

4. 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.

I understand, do hereby certify that I have express authority to sign this proposal on behalf of the above-described entity and to the best of my knowledge, that all data and information submitted in the proposal is truthful and accurate and no fact has been omitted.

Name of Entity State College of Florida, Manatee-Sarasota

Name and Title of Authorized Representative Dr. Carol E. Probstfeld

Representative Signature _____

Signature Date 10/8/18

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APPENDIX A
Letters of Support

- Adrizer, Ken Bond, CEO
- ATLARGE, Anand Pallegar, Founder & CEO
- Barancik Foundation, Teri A. Hansen, President/CEO
- Biter Enterprises, Jesse Biter, CEO
- Bradenton Area Economic Development Corporation, Sharon Hillstrom, President & CEO and Kirk Boylston, Lakewood Ranch Commercial, 2018 Bradenton Area EDC Chair
- CareerEdge, Mireya Eavey, Chief Workforce Officer
- CareerSource Suncoast, Ted Ehrlichman, President/CEO
- Clickbooth.com, Dzenis Softic, Chief Technology Officer
- CrossCollegeAlliance, Linda M. de Mello, Manager
- Dealers United, Pete Peterson, CEO & Managing Partner
- Economic Development Corporation of Sarasota County, Mark Huey, President & CEO
- FloorForce, John Weller, CEO
- Lakewood Ranch Business Alliance, Heather Kasten, President/CEO
- Manatee Chamber of Commerce, Jacki Dezelski, IOM, President/CEO
- Manatee County Redevelopment and Economic Opportunity Department, Geri Campos Lopez, CEcD, Director
- Manatee County Schools, Doug Wagner, Deputy Superintendent Operations (Interim)
- PGT Innovations, Debbie LaPinska, SVP of Human Resources
- Sarasota County Schools, Todd Bowden, Ed.D., Superintendent
- SCORE Manasota, Dennis Zink, Chapter Chair
- S-One, Art Lambert, Owner

APPENDIX B

Credit Programs and SCF Coding Technology Completers (Years 3-6) 2. H A

Credit Programs Completers (Years 3-6)										
Major (Credit Programs)	CIP	SOC	YR 3	%	YR 4	%	YR 5	%	YR 6	%
Computer Programming and Support - Existing SCF Programs - Supporting and Supported by the Coding/IT Academy										
AS, Graphic Design Technology	11.0803	11-1131	15	3.2%	15	3.1%	16	3.1%	16	3.1%
Cert, Graphic Design Support	11.0803	11-1131	17	3.7%	17	3.5%	18	3.5%	18	3.5%
Cert, Graphic and Web Design	11.0803	11-1131	5	1.1%	6	1.2%	7	1.4%	7	1.4%
Cert, Information Tech Analysis	11.0103	11-3021	3	0.6%	3	0.6%	4	0.8%	4	0.8%
Cert, Computer Programmer	11.0202	15-1131	4	0.9%	5	1.0%	5	1.0%	5	1.0%
Cert, Database Administrator	11.0203	15-1131	1	0.2%	2	0.4%	2	0.4%	2	0.4%
AS, Computer Information Tech	11.0103	15-1132	10	2.2%	10	2.1%	11	2.2%	11	2.2%
AS, Computer Prog & Analysis	11.0201	15-1134	10	2.2%	10	2.1%	11	2.2%	11	2.2%
Cert, Web Development Specialist (new)	11.0801	15-1134	3	0.6%	4	0.8%	4	0.8%	4	0.8%
AS, Network Systems Technology	11.1001	15-1152	7	1.5%	7	1.4%	8	1.6%	8	1.6%
Cert, Network Infrastructure	11.1001	15-1152	2	0.4%	2	0.4%	3	0.6%	3	0.6%
Cert, Network Security	11.1001	15-1152	2	0.4%	3	0.6%	4	0.8%	4	0.8%
Cert, Network Server Administration	11.1001	15-1152	2	0.4%	2	0.4%	2	0.4%	2	0.4%
AS, Technology Project Management (new)	11.1005	15-3021	1	0.2%	3	0.6%	3	0.6%	3	0.6%
Subtotal			82	17.6%	89	18.5%	98	19.2%	98	19.2%
Business Entrepreneurship - Existing SCF Programs - Supporting and Supported by the SCF Business Incubator/Accelerator										
BAS, Technology Management	11.1099	11-3021	10	2.2%	11	2.3%	11	2.2%	11	2.2%
AS, Business Entrepreneurship	52.0703	11-9199	2	.4%	3	0.6%	4	0.8%	4	0.8%
Cert, Entrepreneurship	52.0703	11-9199	1	.2%	3	0.6%	4	0.8%	4	0.8%
Subtotal			13	2.8%	17	3.5%	19	3.7%	19	3.7%
Digital Cinema - Existing SCF Programs - Supported by the VARC and internships/experiential opportunities through the incubator/accelerator										
Cert, Live Event Media Production	10.0202	27-4012	2	.4%	3	0.6%	3	0.6%	3	0.6%
AS, Digital Cinema	50.0602	27-4032	2	.4%	3	0.6%	3	0.6%	3	0.6%
Subtotal			4	.9%	6	1.2%	6	1.2%	6	1.2%
Advanced Manufacturing in high demand by regional companies - Existing SCF Programs - related to student experiential opportunities through technology participants of the incubator										
AS, Engineering Technology	15.0000	*	8	1.7%	9	1.9%	10	2.0%	10	2.0%
Cert, Engr Tech Support Specialist	15.0000	17-3029	2	0.4%	3	0.6%	5	1.0%	5	1.0%

Cert, Computer Aided Design & Drafting	15.1303	17-3011	2	0.4%	3	0.6%	3	0.6%	3	0.6%
Cert, Automation (new)	15.0406	17-3024	1	0.2%	2	0.4%	2	0.4%	2	0.4%
Cert, Advanced Lean Manufacturing (new)	15.0613	17-3026	1	0.2%	2	0.4%	2	0.4%	2	0.4%
Cert, Alternative Energy	15.0503	17-3029	1	0.2%	2	0.4%	3	0.6%	3	0.6%
Cert, Green Belt Six Sigma (new)	15.0702	51-9061	1	0.2%	2	0.4%	2	0.4%	2	0.4%
Subtotal			16	3.4%	23	4.7%	27	5.3%	27	5.3%
SUBTOTAL			115	24.7%	135	27.8%	150	29.4%	150	29.4%

* Engineering Technology, A.S. belongs to an array of SOC codes, including: 17-312, 17-3026, 17-3029, 27-1029, 17-3019, 17-3013, 17-3012, 17-3023, and 17-3027.

SCF Coding Technology Academy Completers (Years 3-6)

Type of Certification	CIP	SOC	YR 3	%	YR 4	%	YR 5	%	YR 6	%
Comp TIA+ (assorted)	11.0103	15-1132	40	8.6%	40	8.3%	45	8.8%	45	8.8%
MOS	11.0103	15-1132	20	4.3%	20	4.1%	20	3.9%	20	3.9%
CCNA	11.1001	15-1152	20	4.3%	20	4.1%	22	4.3%	22	4.3%
CCNP	11.1001	15-1152	25	5.4%	25	5.1%	27	5.3%	27	5.3%
MCSE	11.1001	15-1152	20	4.3%	20	4.1%	20	3.9%	20	3.9%
MTA	11.1001	15-1152	15	3.2%	15	3.1%	15	2.9%	15	2.9%
Python	11.0201	15-1134	20	4.3%	20	4.1%	20	3.9%	20	3.9%
C++/ C#/.net	11.0103	15-1132	20	4.3%	20	4.1%	20	3.9%	20	3.9%
Java	11.0201	15-1132	25	5.4%	25	5.1%	25	4.9%	25	4.9%
Scrum/Project Management	11.0803	15-1134	10	2.2%	10	2.1%	10	2.0%	10	2.0%
Graphic Design/Dreamweaver	50.0602	27-1024	15	3.2%	15	3.1%	15	2.9%	15	2.9%
MSSC-CPT	15.0000	17-3026	45	9.7%	45	9.3%	45	8.8%	45	8.8%
PHP	11.0103	15-1132	20	4.3%	20	4.1%	20	3.9%	20	3.9%
SQL	11.0103	15-1132	20	4.3%	20	4.1%	20	3.9%	20	3.9%
Quickbooks Certified User	52.0703	11.9199	20	4.3%	20	4.1%	20	3.9%	20	3.9%
Ethical Hacking	11.1001	15-1152	15	3.2%	15	3.1%	16	3.1%	16	3.1%
SUBTOTAL			350	75.3%	350	72.2%	360	70.6%	360	70.6%
GRAND TOTAL			465	100%	485	100%	510	100%	510	100%

APPENDIX C

Credit Programs and SCF Coding Technology Academy Completers (Years 7-10) 2. H B

Credit Programs Completers (Years 7-10)

Major (Credit Programs)	CIP	SOC	YR 7	%	YR 8	%	YR 9	%	YR 10	%
Computer Programming and Support - Existing SCF Programs - Supporting and Supported by the Coding/IT Academy										
AS, Graphic Design Technology	11.0803	11-1131	16	3.1%	16	3.0%	16	3.0%	16	2.9%
Cert, Graphic Design Support	11.0803	11-1131	18	3.5%	18	3.4%	18	3.4%	18	3.3%
Cert, Graphic and Web Design	11.0803	11-1131	7	1.4%	7	1.3%	7	1.3%	7	1.3%
Cert, Information Tech Analysis	11.0103	11-3021	4	0.8%	4	0.8%	4	0.8%	4	0.7%
Cert, Computer Programmer	11.0202	15-1131	5	1.0%	7	1.3%	7	1.3%	7	1.3%
Cert, Database Administrator	11.0203	15-1131	2	0.4%	2	0.4%	2	0.4%	2	0.4%
AS, Computer Information Tech	11.0103	15-1132	11	2.2%	11	2.1%	11	2.1%	12	2.2%
AS, Computer Prog & Analysis	11.0201	15-1134	11	2.2%	11	2.1%	11	2.1%	12	2.2%
Cert, Web Development Specialist (new)	11.0801	15-1134	4	0.8%	6	1.1%	6	1.1%	6	1.1%
AS, Network Systems Technology	11.1001	15-1152	8	1.6%	8	1.5%	8	1.5%	8	1.5%
Cert, Network Infrastructure	11.1001	15-1152	3	0.6%	3	0.6%	3	0.6%	3	0.6%
Cert, Network Security	11.1001	15-1152	4	0.8%	4	0.8%	4	0.8%	4	0.7%
Cert, Network Server Administration	11.1001	15-1152	2	0.4%	3	0.6%	3	0.6%	3	0.6%
AS, Technology Project Management (new)	11.1005	15-3021	3	0.6%	3	0.6%	3	0.6%	3	0.6%
Subtotal			98	19.2%	103	20.2%	103	20.2%	105	19.1%
Business Entrepreneurship - Existing SCF Programs - Supporting and Supported by the SCF Business Incubator/Accelerator										
BAS, Technology Management	11.1099	11-3021	11	2.2%	11	2.1%	11	2.1%	11	2.0%
AS, Business Entrepreneurship	52.0703	11-9199	4	0.8%	4	0.8%	4	0.8%	4	0.7%
Cert, Entrepreneurship	52.0703	11-9199	4	0.8%	4	0.8%	4	0.8%	5	0.9%
Subtotal			19	3.7%	19	3.6%	19	3.6%	20	3.6%
Digital Cinema - Existing SCF Programs - Supported by the VARC and internships/experiential opportunities through the incubator/accelerator										
Cert, Live Event Media Production	10.0202	27-4012	3	0.6%	3	0.6%	3	0.6%	4	0.7%
AS, Digital Cinema	50.0602	27-4032	3	0.6%	3	0.6%	3	0.6%	3	0.6%
Subtotal			6	1.2%	6	1.1%	6	1.1%	7	1.3%
Advanced Manufacturing in high demand by regional companies - Existing SCF Programs - related to student experiential opportunities through technology participants of the incubator										
AS, Engineering Technology	15.0000	*	10	2.0%	10	1.9%	10	1.9%	11	2.0%
Cert, Engr Tech Support Specialist	15.0000	17-3029	5	1.0%	5	1.0%	5	1.0%	5	0.9%
Cert, Computer Aided Design & Drafting	15.1303	17-3011	3	0.6%	3	0.6%	3	0.6%	3	0.6%

Cert, Automation (new)	15.0406	17-3024	2	0.4%	2	0.4%	2	0.4%	2	.4%
Cert, Advanced Lean Manufacturing (new)	15.0613	17-3026	2	0.4%	2	0.4%	2	0.4%	2	0.4%
Cert, Alternative Energy	15.0503	17-3029	3	0.6%	3	0.6%	3	0.6%	3	0.6%
Cert, Green Belt Six Sigma (new)	15.0702	51-9061	2	0.4%	2	0.4%	2	0.4%	2	0.4%
Subtotal			27	5.3%	27	5.1%	27	5.1%	28	5.1%
SUBTOTAL			150	29.4%	155	29.5%	155	29.5%	160	29.1%

* Engineering Technology, A.S. belongs to an array of SOC codes, including: 17-312, 17-3026, 17-3029, 27-1029, 17-3019, 17-3013, 17-3012, 17-3023, and 17-3027.

SCF Coding Technology Academy Programs (Years 7-10)

Type of Certification	CIP	SOC	YR 7	%	YR 8	%	YR 9	%	YR 10	%
Comp TIA+ (assorted)	11.0103	15-1132	45	8.8%	45	8.6%	45	8.6%	45	8.2%
MOS	11.0103	15-1132	20	3.9%	20	3.8%	20	3.8%	20	3.6%
CCNA	11.1001	15-1152	22	4.3%	22	4.2%	22	4.2%	25	4.6%
CCNP	11.1001	15-1152	27	5.3%	27	5.1%	27	5.1%	34	6.2%
MCSE	11.1001	15-1152	20	3.9%	20	3.8%	20	3.8%	20	3.6%
MTA	11.1001	15-1152	15	2.9%	15	2.9%	15	2.9%	20	3.6%
Python	11.0201	15-1134	20	3.9%	25	4.8%	25	4.8%	25	4.6%
C++/ C#/.net	11.0103	15-1132	20	3.9%	25	4.8%	25	4.8%	25	4.6%
Java	11.0201	15-1132	25	4.9%	25	4.8%	25	4.8%	25	4.6%
Scrum/Project Management	11.0803	15-1134	10	2.0%	10	1.9%	10	1.9%	10	1.8%
Graphic Design/Dreamweaver	50.0602	27-1024	15	2.9%	15	2.9%	15	2.9%	20	3.6%
MSSC-CPT	15.0000	17-3026	45	8.8%	45	8.6%	45	8.6%	45	8.2%
PHP	11.0103	15-1132	20	3.9%	20	3.8%	20	3.8%	20	3.6%
SQL	11.0103	15-1132	20	3.9%	20	3.8%	20	3.8%	20	3.6%
Quickbooks Certified User	52.0703	11.9199	20	3.9%	20	3.8%	20	3.8%	20	3.6%
Ethical Hacking	11.1001	15-1152	16	3.1%	16	3.1%	16	3.1%	16	2.9%
SUBTOTAL			360	70.6%	370	70.5%	370	70.5%	390	70.9%
GRAND TOTAL			510	100%	525	100%	525	100%	550	100%

APPENDIX D

SCF Incubator & Accelerator Pre-Application Process

Step 1: Complete the pre-application below and schedule a meeting with Incubator & Accelerator staff. Call.

Step 2: Meet with Incubator & Accelerator staff to discuss (and clarify, if necessary) the business concept and determine if the prospective business may be a good fit for the entrepreneur Incubator & Accelerator.

Step 3: After meeting with Incubator & Accelerator staff, review and submit the [Application for Incubator & Accelerators](#).

Step 4: Applications will be accepted and reviewed by the selection committee on a continuous basis. Note: Proprietary information will not be shared outside of the selection committee.

Step 5: Successful applicants will be notified of their acceptance.

Step 6: Contract/agreement will be reviewed and signed.

Pre-Application

Name of business/project/concept:

Incubator & Accelerator license or lease

Name of Applicant

Email

Name of business/project/concept: *

Brief description of business

Company log

Yes No

If Yes, Upload vector image

Is business legally established

Yes No

If, Yes, Provide Date and State

Business structure and ownership

Sole Proprietorship – If fictitious name is being used have you registered the fictitious name?

Partnership

Limited Partnership

For Profit Corporation

Non Profit Corporation

Limited Liability Company (LLC) taxed as

Business Mailing Street Address: *

City: *

State *

Zip Code*

Phone: *

Cell Phone:

Fax:

Why do you want to start or grow this business?

Acknowledgement: Thanks to Santa Fe College. Their pre-applicator for Incubators was used to create this document.

APPENDIX E

SCF Accelerator Incubator & Accelerator Application Process

Please allow at least 1 hour to complete the application. Your work cannot be saved. Please complete the application as thoroughly as possible. If a question does not apply to you, please enter "does not apply" or "N/A".

Applications will be accepted and reviewed by the selection committee on a continuous basis. Proprietary information will not be shared outside of the selection committee.

Successful applicants will be notified of their acceptance.

Contract/agreement will be reviewed and signed.

Application

Type of Incubator & Accelerator application: * Full Member, Associate, Affiliate, Undecided

Name of Applicant: * Incubator & Accelerator license or lease

Name of Applicant

Email

Name of business/project/concept: *

Brief description of business

Company log

Yes No

If Yes, Upload vector image

Is business legally established

Yes No

If, Yes, Provide Date and State

Business structure and ownership

Sole Proprietorship – If fictitious name is being used have you registered the fictitious name?

Partnership

Limited Partnership

For Profit Corporation

Non Profit Corporation

Limited Liability Company (LLC) taxed as

Business Mailing Street Address: *

City: * State * Zip Code*

Phone: *

Cell Phone:

Fax:

Why do you want to start or grow this business?

Your experience in this field (if any):

How did you learn about the Entrepreneur Incubator & Accelerator? *

If you know about our services, which are most important to you today?

Names, addresses, phone numbers of other owners/partners/members

3. Does the business have a Federal Employment Identification Number (EIN)?

Yes No If Yes, provide EIN

4. Does the business have a valid County and City Occupational License?

Yes No

5. Have you ever owned another business?

Yes No

6. How will participation in the Incubator & Accelerator program help the business succeed?

7. Number of employees:

Current: 0 1-5 6-10 10+

Full-time: 0 1-5 6-10 10+

Part-time: 0 1-5 6-10 10+

In one year:

Full-time: 0 1-5 6-10 10+

Part-time: 0 1-5 6-10 10+

8. How much time each week do you plan to be at the Incubator & Accelerator?

1-5 hrs. 5-15 hrs. 15-30 hrs. More than 30 hrs.

9. How many employees (other than the applicant) will be at the Incubator & Accelerator each week?

Full-time: 0 1-2 3-4 5+

Part-time: 0 1-2 3-4 5+

10. How many weekly person-hours (#people x #hours) do you expect to use in the co-working space?

Note: You may be asked to provide date of birth, social security number, credit history and criminal history. Also, any pending judgments against persons or business, IRS back taxes, or liens against businesses.

Business Overview

If you have a business plan, marketing plan, or Lean Canvas, please email to @scf.edu, with proposed business name in the subject field and skip to the end to submit the application. If you do not have a plan, please complete the balance of the questions below.

In a sentence or two, please describe your business model in terms of the business's products/services, benefits to target customers and how you will generate revenue. (For example, CATS helps new companies start and grow by providing access to professional resources and a collaborative work environment for a monthly fee.)

Marketing

1. Can your product/service be patented?

Yes No Unknown

2. Describe who are (will be) your primary customers?

3. Are your customers different from the end-users of your product/service? If so, how?

4. Describe your target market. What characteristics about them lead you to believe there is demand for your product or service. (These may include size, rate of growth, purchasing characteristics, and noticeable trends.)

5. List your top 3 competitors and describe their product/service, pricing and marketing practices:

6. Describe your business's competitive advantage. How does its product/service answer the needs of your target market and what makes it better than your competitors' product/service?

7. How will your customers learn about the business?

8. How will your customers pay?

9. How will you deliver your product/service?

Personnel

1. Who are the people on your management (or advisory) team? Please describe their roles, responsibilities and relevant skills.

2. What other skills does your team need?

Milestones

1. What are the major steps on your path to growth, and how will you measure your progress?

Financials

If you have financial reports or projections, please email them to @scf.edu, with proposed business name-Financials in the subject field. If not, please answer the following questions.

Estimate the financial investment in the business to date: \$

Acknowledgement: Thanks to Santa Fe College. Their application for incubators was used to create this document.

APPENDIX F

CAPE Postsecondary Industry Certification Funding List Background

6A-6.0574 CAPE Postsecondary Industry Certification Funding List.

(1) Section 1008.44, F.S., requires the State Board of Education to approve annually a list of industry certifications appropriate for postsecondary programs. This list will be known as the “2017-2018 CAPE Postsecondary Industry Certification Funding List, Updated” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-09629>) published by the Department of Education and is incorporated by reference in this rule. The “2017-2018 CAPE Postsecondary Industry Certification Funding List, Updated” may be obtained from the Department of Education’s website at <http://www.fldoe.org/academics/career-adult-edu/index.shtml> or may be obtained from the Department of Education, Room 1548, Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399.

(2) For inclusion on the “CAPE Postsecondary Industry Certification Funding List,” the certification shall:

(a) Require written or performance-based examinations for postsecondary students that are designed to award a certificate only when a student demonstrates competency or proficiency in the certification area;

(b) Be developed by a third party and administered in accordance with the test administration procedures specified by the certifying agency;

(c) Require all written examinations be proctored by a third party and not proctored by the individual providing direct instruction for the industry certification;

(d) Require performance-based competency examinations be independently evaluated and not performed by the student’s direct instructor;

(e) Require the exam questions be delivered in a secure manner and not available to the test proctor for an extended period of time, other than the time necessary to receive, distribute, and return any written materials to the scoring entity; and,

(f) Require that the written examinations be scored by the certifying agency.

(3) This list shall contain waivers of age, grade level, diploma or degree, and post-graduation work experience of at least twelve (12) months, in accordance with section 1008.44(3), F.S.

(a) The specific type of waiver shall be noted on the incorporated list.

(b) Students earning a certification with a waived requirement may be reported for funding if the student completed all of the requirements for earning the certification with the exception of the waived component.

(4) If funds are designated in the General Appropriations Act, this list shall contain a designation of performance funding eligibility in accordance with the provisions of sections 1011.80(6)(b) and 1011.81(2)(b), F.S., based upon the highest available certification for postsecondary students. School districts and Florida College System institutions are eligible for performance funding for students who earn an initial industry certification from the incorporated list with an approved funding designation in the occupational areas identified in the General Appropriations Act.

Rulemaking Authority 1001.02(1), (2)(n), 1008.44, 1011.80, 1011.81 FS. Law Implemented 1008.44, 1011.80, 1011.81 FS. History—New 1-1-14, Amended 11-4-14, 12-2-15, 10-30-16, 4-30-18, 8-21-18.

APPENDIX G

Selected Background Course Materials for SCF Coding Technology Academy

Course Objectives

Course Number and Title
• CGS 1000 - Computer Information Systems (3 Credit Hours)
• CET 1600 - Networking Fundamentals (3 Credit Hours)
• CIS 2321 - Introduction to Systems Analysis and Design (3 Credit Hours)
• CGS 1543 - Database Design and Implementation (3 Credit Hours)
• CGS 1570 - Integrated Business Apps Software (3 Credit Hours)
• CGS 2820C - Web Page Development (3 Credit Hours)
• CIS 1355 - Security Engineering (3 Credit Hours)
• COP 2170 - Visual Basic Programming (3 Credit Hours)
• COP 2510 - Programming Concepts (3 Credit Hours)
• COP 2842 - Developing Websites Using PHP/MYSQL (3 Credit Hours) OR
• CTS 2321 - Linux System Administration (3 Credit Hours)
• CTS 2390 - Installing and Configuring Windows Server (3 Credit Hours)
• CTS 1150C - Microcomputer Hardware and Maintenance (3 Credit Hours)
• COP 2250C - Java Programming I (3 Credit Hours) OR
• COP 2224C - C++ Programming I (3 Credit Hours)
• COP 2805C - Java Programming II (3 Credit Hours) OR
• COP 2228C - C++ Programming II (3 Credit Hours)
• CTS 2433 - SQL Implementation (3 Credit Hours)
• CTS 2434 - Server Database Developer (3 Credit Hours)
• CTS 2445 - SQL Server Database Advanced Development (3 Credit Hours)
• COP 2822 - Web Scripting (3 Credit Hours)
• CEN 2361 - Mobile Device Software Development (3 Credit Hours)
• CEN 2362 - Advanced Mobile Device Software Development (3 Credit Hours)

CGS 1000

Computer Information Systems

CGS 1000 Computer Information Systems (3) (A.A.) This course surveys the computing field. The student is introduced to computer hardware, software, storage concepts, local area networks, data security, privacy issues, the copyright law, file management techniques, email, the Internet, and productivity software using an integrated software package.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Identify the types computer and their characteristics
2. Understand the functions of a Computer
3. Identify the Parts of a Computer and their functions
4. Understand the purpose and functions of system software
5. Identify the different types of networks and how they work
6. Understand how to secure a network
7. Identity types and uses of Application software
8. Understand the importance of the Internet
9. Understand how to use the internet
10. Demonstrate the use of Cloud Computing
11. Demonstrate the use of Microsoft OneNote
12. Demonstrate the use of social networking
13. Demonstrate the use of Microsoft Windows
14. Manage files and folders
15. Demonstrate the features of Microsoft Office
16. Create a document using Microsoft Word
17. Format a document
18. Add objects to a document
19. Create a worksheet using Microsoft Excel
20. Format a worksheet
21. Create formulas in a worksheet
22. Add and format a graph in a worksheet
23. Create a new database using Microsoft Access
24. Create relationships in a database
25. Create database queries
26. Create database reports
27. Create a presentation using Microsoft PowerPoint
28. Edit and format a presentation
29. Add objects to a presentation

CET 1600

Networking Fundamentals

CET 1600 Networking Fundamentals (3) (A.S.). Prerequisite: CGS 1000 or CGS 1570 or CTS 1150C or permission of instructor. Networking Fundamentals is the first course designed to provide students with training and laboratory experience in current and emerging networking technology. Instruction includes, but is not limited to networking, network terminology and protocols, network standards, local area networks (LANs), wide area networks (WANs), the open system interconnection (OSI) reference model, cabling, routers, LAN/WAN topologies, internet protocol (IP) addressing and network standards.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Classify and compare the layers of the OSI and TCP/IP models.
2. Explain the purpose and properties of IP addressing, routing, and switching
3. Explain and identify common TCP and UDP default ports and network protocols.
4. Summarize and explain DNS and DHCP concepts and its components.
5. Install and configure routers, switches, wired, and wireless network solutions.
6. Implement troubleshooting for routing, switching, wired and wireless networks.
7. Categorize network media types, associated properties, and connectors.
8. Compare and contrast virtual and wireless network components and standards.
9. Describe different LAN and WAN topologies and properties.
10. Identify wiring distribution components and troubleshoot connectivity problems.
11. Explain the purpose and features of various network appliances.
12. Use hardware and software tools to troubleshoot connectivity issues.
13. Use appropriate network monitoring resource to analyze traffic.
14. Describe the purpose of configuration management documentation.
15. Explain different methods and rationales for network performance optimization.
16. Explain the methods of network access security.
17. Explain common threats, vulnerabilities, and mitigation techniques.
18. Install and configure a basic firewall.
19. Categorize different types of network security appliances and methods.
20. Implement appropriate wireless security measures.

CIS 2321

Introduction to Systems Analysis and Design

CIS 2321 Introduction to Systems Analysis and Design (3) (A.A.) Prerequisite: CGS 1543 and any COP course with a grade of "C" or better. This course introduces the analysis, design, implementation, and control of data systems for management and communications. The scientific method is the platform for studying information systems through the System Development Life Cycle. It includes proper definition of the problem, milestone development and tracking, cost/benefit analysis and design, development and implementation of new or replacement systems.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Describe information systems and their primary features as a system.
2. Describe the phases and objectives of the systems development life cycle.
3. List the objectives of the various phases of the systems development life cycle.
4. Describe the importance of structured analysis.
5. Describe the importance of object-oriented analysis.
6. Use the various design tools and techniques of systems analysis.
7. Describe the objectives of computer aided software engineering (CASE).
8. Identify the principles of hardware and software evaluation.
9. Describe the systems acquisition process.
10. Compare and contrast the various processing methodologies.
11. Identify the major function of project management.
12. Describe the different types of documentation.
13. Describe the major elements of systems implementation and evaluation.
14. Describe the major elements of systems operation and maintenance.
15. Organize and conduct a formal presentation and report for a systems analysis project proposal.

CGS 1543
Database Design and Implementation

CGS 1543 Database Design and Implementation (3) (A.A.). Prerequisite: CGS 1000 or CGS1570 or COP 2170 or permission of instructor. Students will study relational database design principles in the context of a popular database management software package. Relationships, entity-relationship diagrams and normalization will be emphasized. Implementation will include the creation of tables, queries, forms, reports, macros and programs.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Identify the major concepts underlying relational database theory.
2. Identify and apply the primary and foreign keys for a relation.
3. Identify 1-1, 1-M and M-N relationships among relations in an existing database.
4. Determine the 1-1, 1-M and M-N relationships among relations in a proposed database design.
5. Describe relationships among relations using shorthand methods and entity-relationship diagrams.
6. Identify data integrity.
7. Implement referential integrity rules
8. Identify dependencies, determinants and anomalies in a proposed database design.
9. Demonstrate understanding and application of normalization rules
10. Create, modify and update tables in a relational database.
11. Select-text, memo, number, date/time, currency, yes/no, OLE and hyperlink fields data types in a database application.
12. Create simple select queries, input forms and reports using built-in wizards.
13. Create joins to relate tables in a relational database.
14. Create complex select queries which display data from one or multiple tables.
15. Create complex select queries which sort, filter and perform calculations on data in one or more tables.
16. Create action queries which make new tables, append records to an existing table, delete records from a table, and update fields in a table.
17. Construct the SQL equivalent for simple select queries.
18. Create custom input forms which sub forms which display data from multiple tables.
19. Create custom reports which include sorting, grouping, and totals.
20. Implement-macros to automate common database tasks.
21. Implement the underlying database language to customize a database application.
22. Implement OLE methods to integrate a database with other applications.
23. Identify non-relational databases
24. Identify big data uses and applications

CGS 1570
Integrated Business Applications Software

CGS 1570 Integrated Business Applications Software (3) (A.A.) Prerequisite: CGS 1000 or permission of program manager. This course will build on the study of integrated business software begun in CGS 1000 with intermediate work in word processing, spreadsheets, database management and an introduction to presentation software. Integrating these applications to solve complex business problems will be emphasized.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Perform the following intermediate word processing operations:
 - a) create a newsletter or sales flyer with embedded graphics
 - b) use preexisting styles to format a business document
 - c) create business documents which employ tables
 - d) create a form letter that can be used with a mail merge operation
 - e) add bookmarks and hyperlinks
 - f) save documents as Web pages
2. Perform the following intermediate spreadsheet operations:
 - a) create multiple-sheet workbooks suitable for use in a business setting
 - b) sort spreadsheets which contain lists of business-related data
 - c) define appropriate range names for ranges of data
 - d) build macros
 - e) employ complex functions, such as the IF function, lookup functions, and financial functions to create business-related spreadsheet
3. Perform the following intermediate database operations:
 - a) filter data stored in a database using complex queries
 - b) generate forms that use command buttons for record operations and record navigation
 - c) generate reports derived from data in tables and queries
 - d) do basic calculations in queries and reports
4. Perform the following presentation operations:
 - a) create, save and edit presentations
 - b) add multimedia effects such as photos, clip art, sounds, graphs to presentations
 - c) enhance presentations with slide transitions and animation
 - d) create a presentation which uses hyperlinks for navigation
 - e) design a presentation suitable for promoting a product or for customer training
5. Share data among applications in the following ways:
 - a) paste spreadsheet data into a word processing document
 - b) embed a chart in a word processing document or a presentation
 - c) link a spreadsheet to a word processing document or a presentation
 - d) link a database to a word processing document to support a mail merge operation

CGS 2820C
Web Page Development

CGS 2820C Web Page Development (3) (A.S.) This course will present an introduction to creating Web pages. Topics to be discussed include the hypertext markup language, cascading style sheets, displaying text, creating links, adding graphics, building Web pages with multimedia (sound and video), forms and an introduction to JavaScript.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Write hypertext markup language (HTML) source code.
2. Place and format text on a web page.
3. Create hypertext links to other web sites.
4. Create graphic hyperlinks.
5. Create web pages containing lists.
6. Create web pages containing tables.
7. Create web pages containing sound.
8. Create web pages containing video.
9. Create web pages using JavaScript.
10. Create web pages containing forms.
11. Use cascading style sheets to format the appearance of objects on a Web page.
12. Understand how to create web pages that are accessible to people with disabilities.

CIS 1355 Security Engineering

CIS 1355 Security Engineering (3) (A.S.) Prerequisites: CET 1600. This course addresses the basics of security engineering technology, including concepts of compliance and operational security, network security, threats and vulnerabilities, access controls, and cryptography. Conventional computer security issues, security baselines, and network and web security will be covered.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Using secure network design and administration principles, implement security configuration parameters on network devices and other technologies.
2. Explain risk related concepts, mitigation strategies, and best practices.
3. Summarize the security implications of integrating systems and data with third parties.
4. Explain types of wireless attacks and troubleshoot wireless security issues
5. Implement basic forensic procedures.
6. Summarize common incident response procedures.
7. Explain the importance of security related awareness and training.
8. Compare and contrast physical security and environmental controls.
9. Select the appropriate control to meet the goals of security.
10. Summarize and explain various types of attacks, including malware, social engineering, wireless, and application attacks.
11. Analyze a scenario and select the appropriate type of mitigation and deterrent techniques.
12. Use appropriate tools and techniques to discover security threats and vulnerabilities.
13. Explain the proper use of penetration testing versus vulnerability scanning.
14. Explain the importance of application security controls and techniques.
15. Summarize mobile security concepts and technologies.
16. Select the appropriate solution to establish host security.
17. Implement the appropriate controls to ensure data security.
18. Compare and contrast alternative methods to mitigate security risks.
19. Compare and contrast the function and purpose of authentication services.
20. Select the appropriate authentication, authorization or access control.
21. Install and configure security controls when performing account management.
22. Utilize general cryptography concepts and appropriate cryptographic methods.
23. Use appropriate PKI, certificate management and associated components.

COP 2170 Visual BASIC Programming

COP 2170 Visual BASIC Programming (3) (A.A.). Strongly recommended prerequisite: COP 2510. This course introduces object-oriented programming using Visual Basic. Topics covered will include object concepts (objects, properties, methods, events) and programming concepts (data types, sequence, selection, iteration, functions, procedures, parameter passing, arrays, and text files and databases). Application development techniques will be stressed.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Describe the program development cycle.
2. Apply object-oriented interface design techniques to create user-friendly programs with clear prompts and good screen design.
3. Identify and apply Visual BASIC data types.
4. Define the terms object, property, method, and event.
5. Create, edit, save, print, compile/interpret and run Visual BASIC projects.
6. Implement sequence, selection, and iteration structures and commands.
7. Apply Visual BASIC built-in functions.
8. Design and write a Visual BASIC program, which includes appropriate error checking, and out of range detection routines.
9. Create-functions, procedures and parameter passing.
10. Build and use arrays.
11. Apply appropriate techniques to process files and databases.
12. Develop-reports.
13. Implement proper program documentation
14. Demonstrate use of built-in debugging tools
15. Apply-sound principles of object-oriented, event-driven programming.

COP 2510
Programming Concepts

COP 2510 Programming Concepts (3) (AA) This course is an introduction to object-oriented programming. The main focus is general object-oriented and programming concepts from a software engineering perspective.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Create, compile, and run a program
2. Write a program to perform simple calculations
3. Use variables to store data
4. Determine the scope of variables
5. Obtain input to the program from the console
6. Produce output from the program to the screen
7. Distinguish between syntax errors, runtime errors, and logic errors
8. Implement selection control using if statements
9. Perform basic string operations
10. Use while and for loop statements to control the repetition of statements
11. Understand the concepts of objects, classes, and methods
12. Understand the concepts of inheritance.
13. Develop a subclass using inheritance
14. Write data to a file
15. Read data from a file

COP 2842
Developing Websites Using PHP/MYSQL

COP 2842 Developing Websites Using PHP/MYSQL (3) (A.S) Prerequisite: COP 2510. This course uses MySQL and PHP to build interactive dynamic, data-driven Web applications. PHP is used to interact with databases, build elaborate scripts, validate and process forms, and utilizes XAMPP's web development tools.

STUDENT LEARNING OUTCOMES

The student, at the successful completion of this course should be able to:

1. Control database access via PHP scripts using user ids and passwords
2. Demonstrate ability for debugging and error handling
3. Demonstrate an understanding of best practices for using PHP and MySQL together
4. Demonstrate an understanding of PHP fundamentals, including operators, strings, conditionals, loops, arrays, and functions
5. Demonstrate understanding of relationships between database tables
6. Develop an interactive website providing users with options to insert, update, delete and search records
7. Develop appropriate test data for program execution
8. Distinguish between client side and server side scripting
9. Implement data types according to database needs
10. Implement relationships between database tables to access data from multiple tables via SQL queries
11. Implement string manipulation, file and directories access
12. Demonstrate the use of functions and control structures to achieve effective and reusable code
13. Write MySQL queries to retrieve and write data to a database

CTS 2321

Linux System Administration

CTS 2321 Linux System Administration (3) (A.S.). Prerequisite: CET 1600 and CTS 2390. This course on the Linux operating system covers the topics required for the Comp TIA Linux + Certification Exam. Topics include planning a Linux implementation, installation, configuration, administration, system maintenance, troubleshooting, and system hardware. Students will also be exposed to various open source Linux utilities used in network and security administration.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Describe the Linux shell environment and describe situations when scripting would be used in data management.
2. Install and configure various user interfaces and desktops.
3. Demonstrate management of users and groups
4. Implement essential services including logging, mail, and printing.
5. Describe and demonstrate implementation of Linux in a networked environment
6. Demonstrate a secure configuration including host security and encryption.
7. Identify open source tools used for network and security administration.

CTS 2390

Installing and Configuring Windows Server

(Formerly offered as CTS 1300)

CTS 2390 Networking and Operating Systems (3) (A.S.). Prerequisites: CET 1600 and a working knowledge of Windows. This course provides students with the knowledge and skills necessary to install and configure the Microsoft Windows Server operating system as part of a workgroup or domain, in both physical and virtual environments. Offered as CTS 1300 prior to Fall 2015.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Install servers
2. Configure servers
3. Configure local storage
4. Configure file and share access
5. Configure print and document services
6. Configure servers for remote management
7. Create and configure virtual machine settings
8. Create and configure virtual machine storage
9. Create and configure virtual networks
10. Configure IPv4 and IPv6 addressing
11. Deploy and configure Dynamic Host Configuration Protocol (DHCP) service
12. Deploy and configure DNS service
13. Install domain controllers
14. Create and manage Active Directory users and computers
15. Create and manage Active Directory groups and organizational units (OUs)
16. Create Group Policy objects (GPOs)
17. Configure security policies
18. Configure application restriction policies
19. Configure Windows Firewall

CTS 1150C
Microcomputer Hardware and Maintenance

CTS 1150 Microcomputer Hardware and Maintenance (3) (A.S.) Prerequisite: A fundamental knowledge of DOS and Windows. This course will examine hardware terms, preventive maintenance, and basic computer repairs. This course is designed for the average computer user who desires to understand basic troubleshooting techniques.

STUDENT LEARNING OUTCOMES

Students will gain a complete, step-by-step approach for learning the fundamentals of supporting and troubleshooting computer hardware and software. This course maps fully to CompTIA's latest A+ 220-801 and 220-802 Exam objectives.

At the successful completion of this course, the student should be able to:

1. Identify basic terms and functions of system modules, including how each module should work during normal operation and during the boot process.
2. Satisfying Customer Needs.
3. Identify procedures for adding and removing field replaceable modules for desktop systems.
4. Identify common peripheral ports, associated cabling, and their connectors.
5. Identify methods of upgrading hardware system components.
6. Identify common symptoms and problems and how to troubleshoot and isolate the problems.
7. Identify the purpose of various types of preventive maintenance procedures.
8. Identify issues, procedures and devices for protection within the computing environment, including people, hardware and the surrounding workspace.
9. Distinguish between the popular CPU chips in terms of their basic characteristics.
10. Identify the categories of RAM terminology, their locations, and physical characteristics.
11. Identify the most popular type of motherboards, their components, and their architecture.
12. Identify the purpose of CMOS, what it contains and how, to change its basic parameters.
13. Identify basic concepts, printer operations, and printer components and service techniques
14. Identify basic tips and tricks in the current operating systems.
15. Identify important aspects of the Registry
16. Learn different types of RAID technologies
17. Identify the basic components of a laptop and troubleshooting procedures.
18. Be able to disassemble and reassemble a laptop computer
19. Install programs and operating systems on a hard disk drive.
20. List the causes of computer viruses and preventive measures that can be taken to avoid them.
21. Use diagnostic software and basic DOS commands such as chkdsk, scandisk, defrag.
22. Connecting to and Setting up a Network.
23. Networking Types, Devices, and Cables.
24. Identify different technologies for imaging computers
25. Windows Resources on a Network.
26. Security Strategies.
27. Mobile Devices and Client-side Virtualization.

COP 2250C Java Programming I

COP 2250C Java Programming I (3) (A.A.) Prerequisite: COP 2510 with a grade of “C” or better. This course introduces object-oriented programming and the Java language including primitive data types; arrays and classes; sequential, selection and repetition control structures; graphical user interface; and events and event handling.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Describe the compilation, loading and execution process for Java programs
2. Describe the fundamental concepts of object-oriented programming.
3. Use packages to group related classes
4. Use selection and iteration statements in Java programs.
5. Use logical operators to form conditional expressions
6. Implement arrays in Java programs
7. Define and use new classes
8. Write Java programs that use inheritance and polymorphism
9. Construct event-driven programs
10. Handle exceptions when they occur during execution
11. Build GUI programs that handle events generated by the user
12. Develop programs to handle mouse events and keyboard events

COP 2224C
C++ Programming I
(Also offered as COP 2000C, COP 1000)

COP 2224 C++ Programming I (3) (A.A.) Three hours lecture per week, plus lab as assigned by instructor. Prerequisite: COP 2510 with a grade of "C" or better. This course is an introduction to object oriented programming using C++. The C++ language is well suited for this purpose because it supports traditional structured programming techniques and promotes OO concepts such as encapsulation, inheritance, polymorphism through user-defined classes.

STUDENT LEARNING OUTCOMES

At the successful completion of this course the student will be able to:

1. Describe the evolution of computers and programming.
2. Describe the programming paradigms.
3. Explain the importance of the object oriented paradigm.
4. Discuss and illustrate the stages of software development.
5. Utilize object oriented techniques in software development.
6. Exercise programming logic through the use of programming tools.
7. Design C++ programs using numeric, assignment, and input/output statements.
8. Solve problems using C++ fundamental data types.
9. Define functions to implement operations.
10. Use the stored functions of separately compiled libraries.
11. Control logic flow in C++ programs with sequential, selection, and repetition statements.
12. Use parameter passing, overloaded functions, and recursion in C++ programs.
13. Represent objects with multiple attributes.
14. Perform input/output operations with files.
15. Develop programmer defined data types to include enumeration, single and multidimensional arrays, and classes.
16. Use pointers.

COP 2805C Java Programming II

COP 2805C Java Programming II (3) (A.A.) Prerequisite: COP 2250C with a grade of “C” or better. This course offers expanded topics in object-oriented programming and the Java language including creating graphical user interfaces, file handling, using the Java collection classes, networking, and database connectivity.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Demonstrate using Java collection classes
2. Use wrapper classes to process primitive data types as objects
3. Write programs using graphical user interface (GUI) components
4. Develop recursive methods
5. Use generics classes and interfaces
6. Use the Stream classes to read from and write to files.
7. Construct multithreaded Java programs.
8. Use a Java program to connect to a database
9. Write a Java program utilizing networking protocols
10. Develop international applications using localization

COP 2228C

C++ Programming II

CATALOG DESCRIPTION: COP 2228 C++ Programming II (3)(A.A.) Three hours lecture per week, plus lab as assigned by instructor. Prerequisite: COP 2224C with a grade of “C” or better. This course emphasizes more advanced concepts of object oriented programming. Abstract data types including linked lists, stacks, queues, and trees are covered. Advanced techniques including exception handling, file processing and the standard template library are covered. Additional special fees are required.

PERFORMANCE STANDARDS:

At the successful completion of this course, the student should be able to:

1. Use stream input and output.
2. Use exception handling techniques.
3. Develop and use abstract data types.
4. Create the fundamental collection classes of stacks and queues.
5. Add, delete and update items in collection classes.
6. Define a set of methods to initialize and manage data.
7. Overload primitive operators to implement operations in abstract data types.
8. Use the template mechanism to provide for generic functions and classes.
9. Use dynamic objects to form linked lists, stacks, queues, and trees.
10. Use recursive algorithms in problem solving.
11. Use file processing techniques.

CTS 2433 SQL Implementation

CTS 2433 SQL Implementation (3) (A.S.). Prerequisite: CGS 1543, CET 1600 and CTS 2390 and CTS 2391 or CTS 2392 with a grade of "C" or better or permission of instructor. This course presents the fundamentals of relational databases. It develops the skills needed to use SQL Server to create and manipulate a database and access and maintain data.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Create databases.
2. Create and modify tables.
3. Define views.
4. Build indexes.
5. Enforce data integrity.
6. Write queries.
7. Modify data.
8. Write stored procedures

CTS 2434

SQL Server Database Developer

CTS 2434 SQL Server Database Developer (3) (A.S.). Prerequisite: CGS 1543, CET 1600, CTS 2433. This course will introduce Microsoft SQL Server development to students. Students will get theoretical knowledge and practical skills in Transact-SQL coding, debugging, and performance tuning.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Develop robust, efficient server-side code for SQL Server
2. Retrieve and Maintain data using Transact SQL
3. Manage local and distributed transactions and locks
4. Write store procedures (PL/SQL) and user defined functions
5. Utilize server-side cursors
6. Develop triggers for data validation and audit trails
7. Tune queries for optimization
8. Develop Databases from Requirements
9. Develop forms

CTS 2445

SQL Server Database Advanced Development

CTS 2445 SQL Server Database Advanced Development (3) (A.S.). Prerequisite: CTS 2434. This course provides a comprehensive advanced approach to the Business Intelligence of SQL Server with high availability solutions. Students will learn how to plan a data warehouse infrastructure, define an appropriate disaster recovery approach, balance query-based processing versus filter-based processing, and more.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Implement Business Intelligence with SQL Server
2. Understand and use SQL Server Integration Services – SSIS and handling events
3. Understand and use SQL Server Reporting Services – SSRS and advanced reporting system
4. Understand and use SQL Server Analytical Services – SSAS advanced data mining/warehousing
5. Create XML Data streams
6. Validate XML
7. Understand and use Advanced Diagnostic Tools UTLBSTAT/UTLESTAT utilities

COP 2822 Web Scripting

COP 2822 Web Scripting (3) (A.S.). Prerequisite: COP 2510 and CGS 2820C. This course presents Web scripting utilizing current programming and scripting languages for Web application. Various scripting languages will be used to create interactive Web pages.

STUDENT LEARNING OBJECTIVES

At the successful completion of this course, the student should be able to:

1. Perform programming and scripting activities.
2. Compare and contrast different web scripting languages.
3. Code page(s) using current Web programming languages.
4. Write scripting code to handle error checking in client forms.
5. Use a client-side programming language such as JavaScript to develop interactive Web content including forms, style sheets, data validation, and animation.
6. Write programs to allow for interactions between client and server.

CEN 2361

Mobile Device Software Development

CEN 2361 Mobile Device Software Development (3) (A.S.). Prerequisite: COP 2510 and CGS 2820C. This course focuses on developing Web content for the mobile Web environment. Best practices and development techniques will be applied to a variety of devices including smartphones, tablets, and other mobile devices.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Understand the varying levels of support for some features among different devices.
2. Understand the Geolocation API and use it to integrate the user's location into websites.
3. Integrate video and other media appropriately for mobile devices.
4. Create page transitions, dialogs, and buttons optimized for mobile.
5. Incorporate phone-friendly forms, sliders, dialogs, and other widgets.
6. Handle touch, phone-orientation, scrolling and other phone events.

CEN 2362

Advanced Web Development for Mobile Devices

CEN 2362 Advanced Web Development for Mobile Devices (3) (A.S.). Prerequisite: CEN 2361. This course covers advanced applications and custom programming to develop applications for mobile devices. Topics include device capabilities, OS specific Software Development Kits (SDK), scripting for functionality and designing interactivity.

STUDENT LEARNING OUTCOMES

At the successful completion of this course, the student should be able to:

1. Use libraries and API's to engage mobile device features.
2. Compile and debug applications that illustrate mobile device features.
3. Discuss design features of dominant mobile platforms.
4. Create working mobile apps for various platforms.
5. Understand file storage for dominant mobile devices

APPENDIX H

1001.65 Florida Statutes, FCS Institutional Presidents: Powers and Duties

1001.65 Florida College System institution presidents; powers and duties.—The president is the chief executive officer of the Florida College System institution, shall be corporate secretary of the Florida College System institution board of trustees, and is responsible for the operation and administration of the Florida College System institution. Each Florida College System institution president shall:

- (1) Recommend the adoption of rules, as appropriate, to the Florida College System institution board of trustees to implement provisions of law governing the operation and administration of the Florida College System institution, which shall include the specific powers and duties enumerated in this section. Such rules shall be consistent with law, the mission of the Florida College System institution, and the rules and policies of the State Board of Education.
- (2) Prepare a budget request and an operating budget pursuant to s. 1011.30 for approval by the Florida College System institution board of trustees at such time and in such format as the State Board of Education may prescribe.
- (3) Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel, within law and rules of the State Board of Education and in accordance with rules or policies approved by the Florida College System institution board of trustees.
- (4) Govern admissions, subject to law and rules or policies of the Florida College System institution board of trustees and the State Board of Education.
- (5) Approve, execute, and administer contracts for and on behalf of the Florida College System institution board of trustees for licenses; the acquisition or provision of commodities, goods, equipment, and services; leases of real and personal property; and planning and construction to be rendered to or by the Florida College System institution, provided such contracts are within law and guidelines of the State Board of Education and in conformance with policies of the Florida College System institution board of trustees, and are for the implementation of approved programs of the Florida College System institution.
- (6) Act for the Florida College System institution board of trustees as custodian of all Florida College System institution property and financial resources. The authority vested in the Florida College System institution president under this subsection includes the authority to prioritize the use of Florida College System institution space, property, equipment, and resources and the authority to impose charges for the use of those items.
- (7) Establish the internal academic calendar of the Florida College System institution within general guidelines of the State Board of Education.
- (8) Administer the Florida College System institution's program of intercollegiate athletics.
- (9) Recommend to the board of trustees the establishment and termination of programs within the approved role and scope of the Florida College System institution.
- (10) Award degrees.

- (11) Recommend to the board of trustees a schedule of tuition and fees to be charged by the Florida College System institution, within law and rules of the State Board of Education.
- (12) Organize the Florida College System institution to efficiently and effectively achieve the goals of the Florida College System institution.
- (13) Review periodically the operations of the Florida College System institution in order to determine how effectively and efficiently the Florida College System institution is being administered and whether it is meeting the goals of its strategic plan adopted by the State Board of Education.
- (14) Enter into agreements for student exchange programs that involve students at the Florida College System institution and students in other institutions of higher learning.
- (15) Approve the internal procedures of student government organizations and provide purchasing, contracting, and budgetary review processes for these organizations.
- (16) Ensure compliance with federal and state laws, rules, regulations, and other requirements that are applicable to the Florida College System institution.
- (17) Maintain all data and information pertaining to the operation of the Florida College System institution, and report on the attainment by the Florida College System institution of institutional and statewide performance accountability goals.
- (18) Certify to the department a project's compliance with the requirements for expenditure of PECO funds prior to release of funds pursuant to the provisions of chapter 1013.
- (19) Provide to the law enforcement agency and fire department that has jurisdiction over the Florida College System institution a copy of the floor plans and other relevant documents for each educational facility as defined in s. 1013.01(6). After the initial submission of the floor plans and other relevant documents, the Florida College System institution president shall submit, by October 1 of each year, revised floor plans and other relevant documents for each educational facility that was modified during the preceding year.
- (20) Develop and implement jointly with school superintendents a comprehensive dual enrollment articulation agreement for the students enrolled in their respective school districts and service areas pursuant to s. 1007.271(21).
- (21) Have authority, after notice to the student of the charges and after a hearing thereon, to expel, suspend, or otherwise discipline any student who is found to have violated any law, ordinance, or rule or regulation of the State Board of Education or of the board of trustees of the Florida College System institution pursuant to the provisions of s. 1006.62.
- (22) Submit an annual employment accountability plan to the Department of Education pursuant to the provisions of s. 1012.86.
- (23) Annually evaluate, or have a designee annually evaluate, each department chairperson, dean, provost, and vice president in achieving the annual and long-term goals and objectives of the Florida College System institution's employment accountability plan.
- (24) Have vested with the president or the president's designee the authority that is vested with the Florida College System institution.

History.—s. 81, ch. 2002-387; s. 22, ch. 2011-5; s. 3, ch. 2012-191; s. 91, ch. 2016-1

APPENDIX I

Brief Biological Background on Selected Key Project Personnel

(Additional Background Available Upon Request)

Dr. Todd Fritch is the Executive Vice President and Provost for State College of Florida, Manatee-Sarasota (SCF). Serving as both the chief academic officer and chief operating officer of the college, he leads SCF's team of Deans and academic administrators in developing workforce-driven curriculum to meet the educational needs of the college's service region while also providing support for SCF's Vice Presidents. Dr. Fritch will be involved in all aspects of SCF's Center for Advanced Technology & Innovation. Additionally, he will also provide leadership to the SCF University Partnership Center. Dr. Fritch comes to SCF from Shorelight Education, where he served as Chief Academic Officer and Vice President, Global Solutions. Other previous positions encompass a variety of academic administrative roles, including Provost, Vice President of Academic Affairs, and Dean of Graduate and Professional Studies at American International College, The American College of Greece and Northeastern University. He received a Ph.D. and Master of Science in Geology from Baylor University in Waco, Texas and earned a Bachelor of Science in Geology from Lake Superior State University in Sault Ste. Marie, Michigan.

Daisy Vulovich is the Dean, Academic Affairs for State College of Florida, Manatee-Sarasota's (SCF) newest campus at Lakewood Ranch. As Dean she provides leadership and guidance for the management of the campus with approximately 4,200 credit and noncredit students. Ms. Vulovich will play a leadership role in the SCF Technology Accelerator & Incubator and assist with other elements of the Center for Advanced Technology & Innovation programs. At SCF she has established several STEM related workforce degree related initiatives including Gator Engineering @ SCF with University of Florida and the MOSAIC Engineering AS specialization in Automation, Quality and Advanced Manufacturing. Prior to serving as Dean, Ms. Vulovich was the Associate Vice President of Corporate and Community Development/Career and Technical Education (CTE). As Associate VP, she provided oversight to SCF's CTE programs which include 28 professional, technical or advanced technical certificate programs and 29 Associate in Science degree programs. She holds a Master of Arts in Counseling and Personnel Services from University of Maryland at College Park and a Bachelor of Arts in Psychology from University of Albany, New York.

Stephanie Cook is the Business and Technology Department Chair for State College of Florida, Manatee-Sarasota's (SCF) Venice Campus. Ms. Cook will play a leadership role in the SCF Coding Technology Academy. For the past 18 years she has served as the Program Director of the SCF Computer Information Technology Program and she teaches a variety of courses including Computer Information Systems, Networking Fundamentals and Systems Analysis and Design. She holds a Bachelor of Science degree in Chemistry from Florida State University, a Master of Arts in Educational Technology and a Master of Science degree in Computer Information Systems from Florida Gulf Coast University.

Dr. Amy Santos has been with the State College of Florida, Manatee-Sarasota (SCF) since August 2005. She is the Academic Department Chair for Business and Technology, the Program Director for the AS in Accounting Technology and Co-Director for the Baccalaureate Programs in Business and Technology. Dr. Santos will play a leadership role in both the SCF Coding Technology Academy and Center for Advanced Technology & Innovation. She holds a

Doctorate in Business Administration with a concentration in Accounting and Master's degrees in Accounting/Taxation, and Management Information Systems. She also completed a Graduate Certificate in Institutional Research from Florida State University in 2017. She received the National Institute for Staff and Organizational Development (NISOD) Excellence in Teaching Award in 2016. She is Trustee for the Florida Institute of CPAs (FICPA) Scholarship Foundation's Board. She is also a member of both the American Accounting Association and the American Taxation Association. She is the author of several peer-reviewed articles in Accounting and Business.

Jamie M. Smith brings more than 20 years of integrated marketing experience and knowledge to the SCF Video, Augmented Reality & Creative Studio (VARC), encompassing video, print and digital/online platforms. Her career spans research, nonprofit and educational organizations, and her many connections in the Manatee-Sarasota region provide a wide array of potential clients and contacts for the VARC's services. Ms. Smith currently serves as Director of Communications and Marketing for State College of Florida, Manatee-Sarasota (SCF). Prior to her role at SCF, Ms. Smith was the Director of Marketing for Jewish Family and Children's Services of the Suncoast (JFCS), and Marketing and Community Relations Manager for the Florida Clinical Research Center, LLC. She received the prestigious Telly Award in 2015 for writing and producing an agency video for JFCS. Ms. Smith holds a Master of Business Administration (MBA) in Management and Marketing from University of Phoenix.



Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

October 3, 2018

Dear Governor Scott:

It is with great enthusiasm that AdRizer offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

AdRizer is an analytics and revenue attribution platform for open-web content publishers. AdRizer's SaaS technology precisely measures the ROI of a publisher's content and its amplified potential across a network of media outlets. AdRizer delivers lightning-fast results through a scaled global cloud infrastructure and suite of powerful applications specifically created to help today's open-web publishers compete and win.

Without this proposed program, AdRizer is challenged to fill the needs within our company with a trained technology workforce. We have a hiring need for **3** individuals **today** with technical computer skills. We also anticipate the need to provide professional development and training to our existing staff of **3** on a recurring basis, of which this initiative will be instrumental.

In addition, AdRizer anticipates filling **6** job openings in the next year. These jobs fall within the following categories:

- Software or App Developers: **3**
- Computer Support Specialists: **1**
- Other Technology Jobs: **2**

These positions require the skills that workers will acquire through this valuable training initiative.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) Contributing subject matter expertise** to curriculum development;
- 2) Serving in a project advisory role** to help define strategies and goals;
- 3) Providing hands-on training opportunities** for participants, when feasible and applicable;
- 4) Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) Referring eligible individuals** to the program for training, and, most importantly,
- 6) Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding the SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,

Ken Bond
AdRizer CEO

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida



October 2, 2018

To whom it may concern,

It is with great enthusiasm that ATLARGE offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this initiative in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. We need an ecosystem of continuous learning in which the tech community can thrive.

As a privately held corporation with employees in Atlanta, Georgia, Sarasota, Florida and Manchester, England, we have a strong understanding on the pulse of talent and have looked to other markets to find engineers that meet the caliber of proficiency we look for.

Without this proposed program, companies such as ourselves are going to be challenged to fill the needs of our growth trajectories at a local level. At present, we have approximately 15 jobs offshore because we simply cannot find the talent locally to fulfill them. And it's not a matter of cost as to why we do this. The playing field for top-tier developers, specifically in leading platforms, has flattened globally and what were once price competitive markets abroad have started to level out – especially at the upper most levels. Our perspective is simple. We would much rather deploy this capital locally, in the success and velocity of a team who is invested in our long-term success rather than sending it abroad to fulfill a short term need with a team that has no emotional ties to our region or community.

This community requires the skills that workers will acquire through this valuable training initiative. So, we look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Contributing subject matter expertise** to curriculum development;
- 2) **Serving in a project advisory role** to help define strategies and goals;
- 3) **Providing hands-on training opportunities** for participants, when feasible and applicable;
- 4) **Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) **Referring eligible individuals** to the program for training, and, most importantly,
- 6) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,

Anand Pallegar
Founder & CEO

ATLARGE

ADDRESS.

1413 Blvd of the Arts
Sarasota FL 34236

TELEPHONE.

941.365.9200

EMAIL.

hello@largeinc.com

WEBSITE.

www.atlargeinc.com

BE KNOWN.

www.atlargeinc.com



October 2, 2018

Governor Rick Scott
Florida Job Growth Grant Fund
Enterprise Florida and Florida Department of Economic Opportunity
Tallahassee, Florida

Dear Governor Scott,

The Charles and Margery Barancik Foundation enthusiastically supports State College of Florida, Manatee-Sarasota's (SCF) application to the Florida Job Growth Grant Fund for a proposed regional training and employment initiative. There is a critical need for this kind of program in our region. We believe the SCF Coding/Technology Academy, along with an IT Accelerator and University Partnership Center, would enable our young people to obtain the skills necessary to meet existing and projected high wage job openings. Additionally, it would provide them with educational pathways that lead to opportunities for professional advancement with technology employers.

This project evolved from a collaborative partnership between SCF, local employers, and the Sarasota and Bradenton Economic Development Corporations. The development of these cross-sector initiatives benefitted from the combined experiences and insights of employers, workforce development, and higher education officials. The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our area's students, and support STEM innovation that contributes to a stronger regional business climate.

The partners agreed on four complementary proposal components:

- The SCF Coding/Technology Academy training to provide a broad array of training for entry IT skill levels to advanced programming and IT training
- A Video Production Center to support local entrepreneurs and businesses
- A Business Incubator/Accelerator to support prospective IT entrepreneurs in our region
- A University Partnership Center to enhance career pathways from the high schools to SCF to the universities.

Three Coding/Technology Academies will be strategically placed in downtown Sarasota, Lakewood Ranch, and Bradenton. The other three components of the grant will be housed along with the Bradenton Coding Academy on the SCF Bradenton campus in a space that is being renovated specifically to support these new educational and workforce initiatives.

Thank you for your consideration to fund the Florida Job Growth Grant being submitted by SCF to support the IT career fields. We believe this will give our young people and career professionals the skills to compete in today's workplace and meet the employment needs of our area's growing technology industry.

Warmest regards,



Teri A Hansen
President | CEO



Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

October 4, 2018

Dear Governor Scott:

It is with great enthusiasm that Biter Enterprises offers its full support to the regional training and employment initiative that is being proposed by State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

Without this proposed program, Biter Enterprises is challenged to fill the needs within our company with a trained technology workforce. We have a hiring need for several individuals **today** with technical computer skills. We also anticipate the need to provide professional development and training to our existing staff of 5 on a recurring basis, of which this initiative will be instrumental.

In addition, Biter Enterprises anticipates filling many more job openings in the next few years. These jobs fall within the following categories:

- Software or App Developers
- Computer Support Specialists
- Network and Computer Systems Administrators
- Other Technology Jobs

These positions require the skills that workers will acquire through this valuable training initiative.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Contributing subject matter expertise** to curriculum development;
- 2) **Serving in a project advisory role** to help define strategies and goals;
- 3) **Providing hands-on training opportunities** for participants, when feasible and applicable;
- 4) **Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) **Referring eligible individuals** to the program for training, and, most importantly,
- 6) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

CEO



BRADENTON AREA

ECONOMIC DEVELOPMENT CORPORATION

PACESETTER INVESTORS

Lakewood Ranch Commercial
SunTrust Bank
Synovus Bank

ELITE INVESTOR

Hancock Whitney Bank

LEADERSHIP INVESTORS

Bank of America
Benderson Development Company, LLC
Blake Medical Center
Blalock Walters, P.A.
FELD Entertainment, Inc.
Fifth Third Bank of Florida
FPL
Harrod Properties, Inc.
Herald-Tribune Media Group
IMG Academy
Manatee Chamber of Commerce
Neal Land Ventures
Sarasota Bradenton International Airport
SouthTech
TECO Peoples Gas
The Mosaic Company
University of South Florida, Sarasota-Manatee

TRUSTEE INVESTORS

Air Products & Chemicals, Inc.
Anna Maria Island Chamber of Commerce
Atlas Building Company
BDE Florida, LLC (Taco Bell)
Beall's Inc.
BMO Harris Bank, N.A.
Cadence Bank
Carr, Riggs & Ingram, LLC
Christopher, Smith, Leonard, Bristow & Stanell, P.A.
Conley Buick GMC
CORE Construction Services of Florida, LLC
Fawley Bryant Architecture
Grimes Goebel Grimes Hawkins Gladfelder & Galvano, PL
Halfacre Construction Company
It Works!
LECOM
Manatee Healthcare System
Manatee Technical College
Mauldin & Jenkins, LLC, CPA's
Michael Saunders & Company
Miller Enterprises, Inc.
Palmetto Companies, Inc.
Pittsburgh Pirates
Shumaker, Loop & Kendrick, LLP
The Bank of Tampa
Tropicana Products
Vecenergy Resources
Willis A. Smith Construction

PARTNERS

Bradenton Area Convention & Visitors Bureau
Career Source Suncoast
City of Bradenton
City of Palmetto/Palmetto CRA
Manatee County Government
Port Manatee
School District of Manatee County
Town of Longboat Key

September 27, 2018

Dr. Carol Probstfeld
State College of Florida, Manatee-Sarasota
5840 26 Street West
Bradenton, FL 34207

Dear Dr. Probstfeld:

The Bradenton Area Economic Development Corporation (EDC) offers its full and enthusiastic support to the regional training and employment initiative that is being proposed by the State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region. The Technology Incubator/Accelerator along with the Coding/Technology Academy will provide workers with the skills required to meet existing and projected job openings in the region's fast emerging tech sector and will also provide a resource rich launchpad for knowledge based entrepreneurial ventures.

The four elements of the proposal: the Business Incubator/Accelerator to support prospective IT and technology entrepreneurs; the SCF Coding/IT Academy, an Audio/Video Production Center, and a University Partnership Center to enhance career pathways from the high schools to SCF will expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional economy.

We applaud SCF for collaborating with local employers and the region's economic development organizations to create this initiative. In support of this endeavor, the EDC will strongly encourage local business leaders to provide subject matter expertise to curriculum, actively mentor promising entrepreneurs, and facilitate connections to community resources for enhanced training and learning experiences.

The EDC values the collaborative partnership we enjoy with the State College of Florida and we look forward to working on this very important initiative.

Sincerely,

Sharon Hillstrom
President & CEO
Bradenton Area EDC

Kirk Boylston
Lakewood Ranch Commercial
2018 Bradenton Area EDC Chair

THINK GLOBAL. THINK BRADENTON AREA.



THE GREATER
SARASOTA
CHAMBER
OF COMMERCE

State College of Florida, Manatee-Sarasota
5840 26 Street West
Bradenton, FL 34207

September 26, 2018

Dear Dr. Probstfeld:

The CareerEdge Funders Collaborative along with the Greater Sarasota Chamber of Commerce enthusiastically support the regional training and employment initiative that is being proposed by the State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region. CareerEdge Funders Collaborative has worked closely with employers in the IT and Advanced manufacturing fields and providing workers with the technical skills required to meet existing and projected job openings are critical to our workforce. Through skills gap studies conducted by our organization over the past few years, training in areas such as computer programming, networking and IT –related manufacturing (such as the Certified Production Technician) are needed to retain and grow our workforce.

CareerEdge Funders Collaborative, a national-award-winning workforce and business innovation initiative, is making waves by turning the traditional model for workforce investment in Florida on its head. CareerEdge partners directly with employers in fast-growing sectors in the regional economy, to help them fill skills gaps and meet their employment needs, while at the same time assisting individuals in entering the workforce and moving up career ladders. CareerEdge is a cutting-edge initiative and is transforming the way stakeholders in the region and around the state look at career training.

This project evolved from a collaborative partnership between SCF, local employers, and the region's economic development organizations. The partners agreed on four complementary proposal components:

- Business Incubator/Accelerator to support prospective IT entrepreneurs;
- The SCF Coding/Technology Academy to provide training to new and incumbent workers in a broad range of topics to be located in three sites across the region
- An Audio/Video Production Center to provide experiential learning for digital cinema A.S. students as well as support entrepreneurs and local businesses in media production needs
- University Partnership Center to enhance career pathways from the high schools to SCF to the universities.

The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional business climate. The mission of CareerEdge is to provide an exceptional labor force to the region's growing industries and our collaboration with this project will certainly support our goal of a skilled labor pool in the region and help employers find the talent that they need.

CareerEdge Funders Collaborative has always valued the collaborative partnership we have had with the State College of Florida and this grant will strengthen the way in which we can attract new talent and continue to support workforce needs.

Sincerely,

Mireya C. Eavey
Chief Workforce Officer



Christy Cardillo
Chairman

Eric Troyer
Vice Chair
Treasurer

Ted Ehrlichman
President & CEO

September 25, 2018

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

Dear Dr. Probstfeld:

We at CareerSource Suncoast support the regional training and employment initiative that is being proposed in a State College of Florida, Manatee-Sarasota (SCF) grant proposal to the Florida Job Growth Grant Fund. There is a critical need for this kind of program in our region of Florida, and we believe the SCF Coding/IT Academy would excel at providing our workforce with the skills required to meet existing and projected high wage job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers.

This project evolved from a collaborative partnership between SCF, local employers, and the Sarasota and Bradenton Economic Development Corporations. We participated in the focus groups that were held to discover the specific needs that our region has, particularly as it related to the IT field. The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our workforce and support innovation that contributes to a stronger regional business climate.

The partners agreed on four complementary proposal components: The SCF Coding/IT Academy, an Audio/Video Production Center, a Business Incubator/Accelerator to support prospective IT entrepreneurs, and a University Partnership Center to enhance career pathways from the high schools to SCF to the universities. The three Coding/IT Academies will be strategically placed in downtown Sarasota, at Lakewood Ranch, and in Bradenton. Such access across our region will definitely benefit our clientele.

Thank you for giving strong consideration to funding the Florida Job Growth Grant being submitted by SCF to support the IT career fields and to give our regional workforce the skills to help them remain competitive in today's workplace and that are required to meet the employment needs of our area's growing technology industry.

Sincerely,

Ted Ehrlichman

Ted Ehrlichman
President/CEO

Signature Certificate

Document Ref.: PMPCU-KYMRA-TA3P7-QD55G

Document signed by:

	<p>Ted Ehrlichman Verified E-mail: tehrlichman@careersourcesc.com</p> <p>IP: 65.112.138.226 Date: 25 Sep 2018 19:17:31 UTC</p>	<p><i>Ted Ehrlichman</i></p> 
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25 Sep 2018 19:17:31 UTC

Page 1 of 1



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Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

September 21, 2018

To Whom It May Concern,

It is with great enthusiasm that Clickbooth.com offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

Ranked The #1 CPA Network Worldwide, Clickbooth has been connecting Advertisers and Affiliates since 2002. Clickbooth's "Think Bigger" vision is to create a superior performance marketing marketplace with the ultimate goal to shift all online advertising to a performance-based mode.

Without this proposed program, Clickbooth.com is challenged to fill the needs within our company with a trained technology workforce. We have a hiring need for 5 (#) individuals **today** with technical computer skills. We also anticipate the need to provide professional development and training to our existing staff of 3 on a recurring basis, of which this initiative will be instrumental.

In addition, Clickbooth.com anticipates filling 19 job openings in the next 2 years. These jobs fall within the following categories:

- Software or App Developers: 10
- Computer Support Specialists: 2
- Network and Computer Systems Administrators: 4
- Other Technology Jobs: 3

These positions require the skills that workers will acquire through this valuable training initiative.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Contributing subject matter expertise** to curriculum development;
- 2) **Serving in a project advisory role** to help define strategies and goals;
- 3) **Providing hands-on training opportunities** for participants, when feasible and applicable;

- 4) **Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) **Referring eligible individuals** to the program for training, and, most importantly,
- 6) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,


CTO



Cross College Alliance

Rethinking education. Together.

September 27, 2018

Dear Dr. Probstfeld:

The Cross College Alliance enthusiastically supports the regional training and employment initiative that is being proposed in a State College of Florida, Manatee-Sarasota (SCF) grant request to the Florida Job Growth Grant Fund.

There is a critical need for this training program in our region of Florida. We believe the SCF Coding/IT Academy would excel at providing students across our regional colleges with the skills required to meet existing and projected high wage job openings, while providing them with educational pathways that lead to opportunities for professional advancement with employers in our region.

The Sarasota Manatee region is renowned for its highly-effective educational and business partnerships. The Cross College Alliance (CCA) is an extraordinary partnership of the region's five higher educational institutions—State College of Florida, Manatee-Sarasota, New College of Florida, University of South Florida Sarasota-Manatee, Ringling College of Art + Design, and the Ringling Museum/FSU. The visionary Presidents of these institutions are committed to working collaboratively to distinguish:

- the innovative learning opportunities for students in our region,
- the excellence of the region's 21st century workforce and the vibrancy of its economy,
- the quality of life available to all members of our community.

Consistent with our commitment to collaboration, the SCF Coding/IT Academy project evolved from a partnership among SCF, local employers, and the Sarasota and Bradenton Economic Development Corporations. The development of the partnership's cross-sector initiatives benefitted from the combined experiences and insights of employers, and workforce development and higher education leaders. Consequently, the SCF Coding/IT Academy is strategically designed to expand a sustainable talent pipeline; to increase access to high paying, high demand career opportunities for students; and to support innovation that contributes to the competitiveness of our regional economy.

Partners agreed on four complementary proposal components: the SCF Coding/IT Academy; the Audio/Video Production Center; a Business Incubator/Accelerator to support prospective IT entrepreneurs; and a University Partnership Center to enhance career pathways from our high schools to SCF to the universities.

To ensure access to the training program, three Coding/IT Academies will be strategically located in downtown Sarasota, at Lakewood Ranch, and in Bradenton. The other three programmatic components of the grant will be located with the Bradenton Coding Academy on the SCF Bradenton campus in a space that is being renovated specifically to support these new educational and workforce initiatives.

The Cross College Alliance is confident that the SCF regional training and employment initiative will enable students to develop high demand skills to begin and advance their careers, and the initiative will effectively address the workforce priorities of our region's expanding technology industry and entrepreneurial sector. We urge the leadership of the Florida Job Growth Grant Fund to fully support State College of Florida's proposal request.

Sincerely,



Linda M. de Mello
Manager, Cross College Alliance

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

September 25, 2018

Dear Governor Scott:

It is with great enthusiasm that Dealers United offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

As one of the largest advertisers on Facebook & Instagram, we are building software to automate the advertising needs of automotive dealers. Our company's product is code/SaaS... we need to build a strong ecosystem of programmers/developers from entry level to senior level, from front-end development to full-stack development, from developers to data scientists, and from web applications to mobile apps. We have been fortunate to build a great team of developers but have the need to double the size of the development team (and our company) as our product matures and helps more businesses.

Without this proposed program, Dealers United is challenged to fill the needs within our company with a trained technology workforce. We have a hiring need for 5 (#) individuals **today** with technical computer skills. We also anticipate the need to provide professional development and training to our existing staff of 7 on a recurring basis, of which this initiative will be instrumental.

In addition, Dealers United anticipates filling 50 job openings in the next 2 years. These jobs fall within the following categories:

- Software or App Developers: 15
- Computer Support Specialists: 1
- Network and Computer Systems Administrators: 1
- Other Technology Jobs: 5

These positions require the skills that workers will acquire through this valuable training initiative.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Contributing subject matter expertise** to curriculum development;
- 2) **Serving in a project advisory role** to help define strategies and goals;
- 3) **Providing hands-on training opportunities** for participants, when feasible and applicable;
- 4) **Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) **Referring eligible individuals** to the program for training, and, most importantly,
- 6) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,



Pete Petersen
CEO & Managing Partner



1680 Fruitville Road Suite 402 Sarasota, FL 34236
(t) 941-309-1200 · (f) 941-309-1209 · www.edcsarasotacounty.com

September 28, 2018

Florida Job Growth Grant Fund
Enterprise Florida and Florida Department of Economic Opportunity
Tallahassee, Florida

Dear Governor Scott:

The Economic Development Corporation of Sarasota County joins with other businesses, educational institutions, and economic development organizations in offering its full and unqualified support of the regional training and employment initiative being proposed by the State College of Florida, Manatee-Sarasota (SCF).

Very recently, the EDC assembled a coalition of business, higher education, and economic development leaders to address a serious and urgent workforce issue: the critical need for and shortage of coding and IT-certified workers in our region. Through a series of focus groups, we have ascertained the following workforce data:

- Over 850 tech sector businesses in the Sarasota MSA employ more than 5,500 coding/IT and more than 3,000 media production professionals.
- There are current unfilled openings for another 274 coding/IT and 45 media production workers.

The current inventory of available IT and media production professionals has been exhausted. Importing the needed trained professionals will be prohibitively expensive. Therefore, we wholeheartedly endorse the formation of an industry-driven coding/IT/media production school with a physical presence in downtown Sarasota at the geographic center of the labor market.

We have identified appropriate space and facilities at the State College of Florida and downtown Sarasota, where current faculty and local IT leaders are ready to undertake a coding/IT/media curriculum. We have identified a pipeline of interested and qualified applicants, and our business partners are eager to employ successful graduates of such a program. All we need is the financial wherewithal to institute and operate this highly-specialized but universally-beneficial skills training program.

There is a critical need for this project in our region of Florida, and we believe the SCF Coding/IT/Media Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers.

Thank you for giving serious consideration to funding the SCF Coding/IT/Media Academy.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark Henry'.

President and CEO

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

September 24, 2018

Dear Governor Scott:

It is with great enthusiasm that (FloorForce) offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

FloorForce is the largest website & digital marketing technology company in the flooring industry. We help retailers increase profits through state of the art websites, ecommerce solutions & custom online advertising. Over the next 6 months FloorForce will be going through a massive fundraising round & will have capital to increase team size by 3-4x in Sarasota.

Without this proposed program, FloorForce is challenged to fill the needs within our company with a trained technology workforce. We have a hiring need for 10 (#) individuals **today** with technical computer skills. We also anticipate the need to provide professional development and training to our existing staff of 10 on a recurring basis, of which this initiative will be instrumental.

In addition, FloorForce anticipates filling 50 job openings in the next 2 years. These jobs fall within the following categories:

- Software or App Developers: 30
- Computer Support Specialists: 10
- Network and Computer Systems Administrators:
- Other Technology Jobs: 10

These positions require the skills that workers will acquire through this valuable training initiative.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Contributing subject matter expertise** to curriculum development;
- 2) **Serving in a project advisory role** to help define strategies and goals;
- 3) **Providing hands-on training opportunities** for participants, when feasible and applicable;
- 4) **Providing learning experiences** such as guest lecturers and hosting site visits at our local sites;
- 5) **Referring eligible individuals** to the program for training, and, most importantly,
- 6) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,



CEO

John Weller



September 27, 2018

Dear Dr. Probstfeld:

The Lakewood Ranch Business Alliance is excited to support the regional training and employment initiative that is being proposed by the State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region. Having a Coding/Technology Academy at Lakewood Ranch would excel at providing workers with the skills required to meet existing and projected job openings. Infotech has been identified by our region as a targeted business sector so this project would enhance our business assets while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. This will provide our available workforce with the technical skills they need and support the growth of entrepreneurs in our region.

The LWRBA is a 600+ member business organization in the Lakewood Ranch region whose mission it is to connect, educate and strengthen the businesses in the LWR community.

The partners, which included members from business, industry, economic development and higher education, agreed on four complementary proposal components:

- Business Incubator/Accelerator to support prospective IT entrepreneurs at the SCF Bradenton Campus
- SCF Coding/Technology Academy which would provide a broad array of IT training, from those wanting to enter the career field to those incumbent workers who need upskill training (and one of the three sites for such an academy would be at Lakewood Ranch)
- Audio/Video Production Center that would serve as both an experiential learning laboratory as well as a pay-for service media production center that would benefit local employers as well as non-profit agencies
- University Partnership Center to enhance career pathways from the high schools to SCF to the universities.

Lakewood Ranch is the 2nd fastest growing communities in the nation and as an organization whose mission is to collaborate with business and community leaders, we are happy to support this initiative.

Sincerely,

Heather Kasten
President/CEO
Lakewood Ranch Business Alliance
heatherkasten@lwrba.org
(941)757-1664x104

September 28, 2018

Dr. Carol Probstfeld, President
State College of Florida, Manatee-Sarasota
5840 26 Street West
Bradenton, FL 34207



Dear Dr. Probstfeld:

The Manatee Chamber of Commerce, with approximately 2,000 business and organizations as members that employ 68,000 people in our region, offers its full support to the regional training and employment initiative that is being proposed by the State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund.

The Manatee Chamber believes the IT Accelerator/Business Center along with the Coding/Technology Academy would be a critical asset in equipping workers with the skills required to meet existing and projected job openings. Infotech has been identified by our region as well as by the Manatee County Government as a targeted business sector. This project would enhance our business assets while providing them with educational pathways and technical skills they need. Additionally, having an IT Accelerator/Incubator would be a tremendous resource to current and future entrepreneurs who would have the support and resources available to launch and grow their business. 2 out of every 3 new jobs in the U.S. are created by small businesses, according to the S.B.A.

This project evolved from a collaborative partnership between SCF, local employers, and the region's business and economic development organizations. These cross-sector initiatives benefitted from the combined experiences and insights of employers, workforce development, and higher education officials. The project is designed to expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional business climate.

The partners agreed on four complementary proposal components: a Business Incubator/Accelerator to support prospective IT entrepreneurs; the SCF Coding/IT Academy, an Audio/Video Production Center, and a University Partnership Center to enhance career pathways from the high schools to SCF to the universities. We look forward to supporting this endeavor in a variety of ways including engaging our local business leaders in providing subject matter expertise to curriculum, mentoring budding entrepreneurs, and connecting to community resources for enhanced training and learning experiences.

The Manatee Chamber of Commerce, with offices in Bradenton and Lakewood Ranch, serves all of Manatee County and the greater South Tampa Bay region, including Anna Maria Island, Bradenton, Bradenton Beach, Ellenton, Holmes Beach, Lakewood Ranch, Longboat Key, Palmetto, Parrish, Myakka City, and beyond. The Manatee Chamber provides business and non-profit education and networking opportunities, job / employment assistance, and small business start-up counseling while working on critical community issues such as workforce development, education, legislation, water resources, transportation, healthcare, leadership development, and overall quality of life.

Manatee Chamber of Commerce and the State College of Florida have been partners in numerous workforce endeavors over many years. We value the collaborative partnership we have had with SCF and believe this grant will strengthen the way in which we can attract new talent and continue to support our businesses and residents.

Sincerely,

Jacki Dezelski, IOM
President/CEO



Redevelopment & Economic
Opportunity
1112 Manatee Ave West
Bradenton, FL 34205
Phone: (941) 749-3029
www.mymanatee.org

State College of Florida, Manatee-Sarasota
5840 26 Street West
Bradenton, FL 34207

September 28, 2018

Dear Dr. Probstfeld:

The Manatee County Redevelopment and Economic Opportunity Department is pleased to offer this letter of support for the regional training and employment initiative that is being proposed by the State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund.

There is a critical need for a Technology Incubator/Accelerator in Manatee County. Providing entrepreneurship opportunities along with the Coding/Technology Academy will help to provide our available workforce with the technical skills they need and support the growth of new businesses. Infotech has been identified as a targeted business sector, so this project would enhance our business assets while providing educational pathways and opportunities for professional advancement with technology employers.

Manatee County supports the collaborative partnership between SCF, local employers, and the region's economic development organizations. The development of these cross-sector initiatives benefitted from the combined experiences and insights of employers, workforce development, and higher education officials. The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional business climate. Innovation and entrepreneurship are cornerstones of our economic development efforts and this grant will help to create a more diverse, local economy and strengthen the way in which we can attract new talent.

As you know, SCF is located in our Southwest District—our primary focus area for redevelopment. This project helps us to meet several goals including attracting investment and growing quality jobs. We are excited for this opportunity to support this endeavor.

Sincerely,

Geri Campos Lopez, CECD
Director



SCHOOL BOARD

Scott L. Hopes, M.P.H., D.B.A.
Chair

Gina Messenger
Vice Chair

John A. Colón
Charlie Kennedy
Dave "Watchdog" Miner

SUPERINTENDENT

Cynthia Saunders

SCHOOL DISTRICT OF MANATEE COUNTY

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

September 24, 2018

Dear Dr. Probstfeld:

The School District of Manatee County enthusiastically supports the regional training and employment initiative that is being proposed in a State College of Florida, Manatee-Sarasota (SCF) grant proposal to the Florida Job Growth Grant Fund. There is a critical need for this kind of program in our region of Florida, and we believe the SCF Coding/IT Academy would excel at providing our young people with the skills required to meet existing and projected high wage job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers.

This project evolved from a collaborative partnership between SCF, local employers, and the Sarasota and Bradenton Economic Development Corporations. The development of these cross-sector initiatives benefitted from the combined experiences and insights of employers, workforce development, and higher education officials. The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional business climate.

The partners agreed on four complementary proposal components: The SCF Coding/IT Academy, an Audio/Video Production Center, a Business Incubator/Accelerator to support prospective IT entrepreneurs, and a University Partnership Center to enhance career pathways from the high schools to SCF to the universities. The three Coding/IT Academies will be strategically placed in downtown Sarasota, at Lakewood Ranch, and in Bradenton. The other three components of the grant will be housed along with the Bradenton Coding Academy on the SCF Bradenton campus in a space that is being renovated specifically to support these new educational and workforce initiatives.

Thank you for giving strong consideration to funding the Florida Job Growth Grant being submitted by SCF to support the IT career fields and to give our young people the skills to help them remain competitive in today's workplace and that are required to meet the employment needs of our area's growing technology industry.

Sincerely,

Doug Wagner, Deputy Superintendent Operations (Interim)
School District of Manatee County

Executive Director, Adult Career and Technical Education/MTC

DW/sv



1070 TECHNOLOGY DRIVE ■ NORTH VENICE, FL 34275
PH: 941.480.1600 ■ F: 941.480.2778
PGTINNOVATIONS.COM

September 27, 2018

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

Dear Dr. Probstfeld:

PGT Windows and Doors (PGT) supports the regional training and employment initiative that is being put forward in a State College of Florida, Manatee-Sarasota (SCF) grant proposal to the Florida Job Growth Grant Fund. PGT has partnered with State College of Florida for several years to provide critical training to our team members. Specifically, the MSSC-Certified Production Technician (CPT) and Certified Logistics Technician (CLT) courses, have become foundational trainings in the development of many in our workforce. These training opportunities have provided team members the skills required to meet the demands of current and higher wage positions within the company.

Over the past three years, we have been afforded the opportunity to put 139 team members through these MSSC trainings. This has led to 119 nationally recognized professional certifications and represents a cumulative annual salary increase of \$255,840. This training year, we are able to offer 84 team members this same opportunity. The success of these classes has created continued demand for more trainings of the caliber which SCF is able to offer. The CPT course is directly aligned with the Associates in Engineering Technology curriculum at SCF. Participants earning their CPT Certification can convert that training to college credit towards that degree.

We have seen unprecedented growth over the last few years; having a highly skilled workforce has played a large roll in our success. In this competitive job market, having the ability to offer training opportunities as a benefit to our team members supports our continued growth through higher rates of retention and job satisfaction.

Thank you for your consideration to State College of Florida's application submitted to the Florida Job Growth Grant Fund.

Regards,

A handwritten signature in black ink, appearing to read "Debbie LaPinska".

Debbie LaPinska
SVP of Human Resources





SARASOTA
County Schools

Office of the Superintendent
1960 Landings Blvd., Sarasota, FL 34231
941-927-9000 • fax 941-927-2539
SarasotaCountySchools.net

September 24, 2018

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

Dear Dr. Probstfeld:

Sarasota County Schools enthusiastically supports the regional training and employment initiative that is being proposed in a State College of Florida, Manatee-Sarasota (SCF) grant proposal to the Florida Job Growth Grant Fund. There is a critical need for this kind of program in our region of Florida, and we believe the SCF Coding/IT Academy would excel at providing our young people with the skills required to meet existing and projected high wage job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers.

This project evolved from a collaborative partnership between SCF, local employers, and the Sarasota and Bradenton Economic Development Corporations. The development of these cross-sector initiatives benefitted from the combined experiences and insights of employers, workforce development, and higher education officials. The components involved in this project are designed to expand a sustainable talent pipeline, provide additional career options for our area's students and support innovation that contributes to a stronger regional business climate.

The partners agreed on four complementary proposal components: The SCF Coding/IT Academy, an Audio/Video Production Center, a Business Incubator/Accelerator to support prospective IT entrepreneurs, and a University Partnership Center to enhance career pathways from the high schools to SCF to the universities. The three Coding/IT Academies will be strategically placed in downtown Sarasota, at Lakewood Ranch, and in Bradenton. The other three components of the grant will be housed along with the Bradenton Coding Academy on the SCF Bradenton campus in a space that is being renovated specifically to support these new educational and workforce initiatives.

Thank you for giving strong consideration to funding the Florida Job Growth Grant being submitted by SCF to support the IT career fields and to give our young people the skills to help them remain competitive in today's workplace and that are required to meet the employment needs of our area's growing technology industry.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Todd Bowden', is written over a light blue background.

Todd Bowden, Ed.D.
Superintendent

Dr. Carol Probstfeld, President
State College of Florida, Manatee-Sarasota
5840 26th Street West
Sarasota, FL 34207

September 28, 2018

Dear Dr. Probstfeld:

As you know, small businesses drive the American economy, both in our local communities and nationwide. Small businesses employ almost half of all workers in the United States and have been responsible for much of the economic recovery through hiring. In SCORE's Fall 2017 "Megaphone on Mainstreet: Small Business Report", more than half of the 18,000 small business survey respondents indicated hiring is becoming more challenging with the top issue being finding qualified applicants (skills/expertise).

SCORE Manasota supports the State College of Florida proposal to the Florida Job Growth Grant Fund for the development of a multi-use facility that would include a business incubator/accelerator, coding/IT academy and audio/video production center that would be located on the SCF Bradenton Campus. This grant would enable continued economic impact growth including support for innovation, education and workforce initiatives that are important to both established businesses and aspiring entrepreneurs.

Since 1964, SCORE, a national non-profit resource partner of the U.S. Small Business Administration, has helped more than 11 million aspiring entrepreneurs. Each year, SCORE's 10,000 volunteer business experts provide hundreds of thousands of free small business mentoring sessions, workshops and educational services to clients in 300 chapters nationwide. In 2017, SCORE volunteers provided 3.6+ million hours to help create more than 54,00 small businesses and 116,000 full, part-time and contractor jobs.

SCORE Manasota has served Sarasota and Manatee Counties for 50+ years. Over 90 volunteer business experts provide free, confidential business mentoring and business education services for established business and startups. Our local impact in 2017 included: 1) 829 unique clients (43% in-business), 2) 11,200 volunteer hours donated to the community including facilitation of CEO Roundtables in collaboration with Manatee Chamber of Commerce, 3) 7,175 podcast downloads, 4) 536 workshop and Success Strategies for Business Owners Meetup attendees, 5) 258 new businesses started, 357 non-owner jobs created (as reported in the SCORE Foundation's FY2017 survey conducted by Pricewaterhouse Coopers), and 6) 12,342 mentoring and workshop services delivered.

SCORE Manasota looks forward to continued collaboration with SCF and other organizations with a common interest to grow a thriving business ecosystem.

Sincerely,



Dennis Zink

Chapter Chair, SCORE Manasota

Florida Job Growth Grant Fund
Enterprise Florida and
Florida Department of Economic Opportunity
Tallahassee, Florida

September 24, 2018

Dear Governor Scott:

It is with great enthusiasm that S-One Holdings offers its full support to the regional training and employment initiative that is being proposed by a State College of Florida, Manatee-Sarasota (SCF) to the Florida Job Growth Grant Fund. There is a critical need for this project in our region of Florida, and our company believes the SCF Coding/IT Academy would excel at providing workers with the skills required to meet existing and projected job openings, while providing them with educational pathways that lead to opportunities for professional advancement with technology employers. Launching with locations in Bradenton, Sarasota and Lakewood Ranch, with future expansion potential of the programs to Parrish, Venice and North Port, this will create an ecosystem in which the tech community can thrive.

S-One Holdings Corporation is a global holding company headquartered in Sarasota, Fla., that oversees several subsidiary companies: ABAQA, Avatrex, Brand Management Group, LexJet, S-One Labels & Packaging and Utopia Digital Technologies. S-One owns the brand names of Avatrex™, Craft Attitude®, LexJet® and Sunset®. S-One provides innovative product research, development, manufacturing and worldwide distribution to digital imaging, design and print professionals

Without this proposed program, S-One Holdings is challenged to fill the needs within our company with a trained technology workforce. We have had hiring challenges in the past due to the lack of a talent pool. This initiative will be instrumental to provide professional development and training to our existing staff of 10 on a recurring basis, personal and professional development is one of S-One's highest priorities.

We look forward to supporting the SCF Coding/IT Academy in its efforts in the following ways:

- 1) **Referring eligible individuals** to the program for training
- 2) **Serving as prospective employers** for qualified program completers.

Thank you for giving strong consideration to funding SCF Coding/IT Academy proposal to produce workers with the skills required to meet the employment needs of companies such as ours.

Sincerely,


Art Lambert
Owner

S-One  HOLDINGS CORPORATION

1605 Main Street, Suite 503 | Sarasota, FL 34236

sone.com