

Recommended Practices for Local Partnerships Administering Finish Line Grants

North Carolina Office of Strategic Partnerships

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Executive Summary

This brief describes best practices for the administration of Finish Line Grants (FLG) by local partnerships, which are comprised of colleges and workforce development boards (WDBs). Recommendations are derived from research conducted by the North Carolina Office of Strategic Partnerships in collaboration with the NC Department of Commerce, Division of Workforce Solutions, and the NC Community College System Office. The purpose of these recommendations is to ease the FLG application process and remove challenges identified in the research so that the program can best serve students in need. Recommendations are summarized here, with more details on each recommendation in the full document.

Overall Process

- **Pre-verify:** College staff should pre-verify a student’s eligibility (R1), which could be done with a simple screening form (see “Check Eligibility for a Finish Line Grant” in the full document for an example). College staff should also discuss FLG criteria with students (R2) before they apply.
- **Accentuate the positive:** College staff should help students understand that interacting with WDB/NCWorks Career Center staff is an opportunity to discover employment services available under the Workforce Innovation and Opportunity Act (WIOA; R3).
- **Reduce logistical barriers:** Local partnerships should use cloud-based software to share applications between WDBs and colleges (R4).
- **Be there:** WDB/NCWorks Career Center staff should maintain a presence on community college campuses when possible (R5).
- **Reduce delays:** Local partnerships should train multiple staff members to process applications in order to minimize delays due to staff absences (R6); establish regular communication between colleges and WDBs/NCWorks Career Center staff (e.g., quarterly check-ins; R8); and use purchasing cards to pay vendors quickly (R9).
- **Minimize confusion:** Local partnerships should document policies to ensure consistency across staff and over time (R7).
- **Reduce blockers I:** Local partnerships should minimize identified deterrents for students, such as strict time restrictions for students to respond to administrators (R10) and burdensome documentation requirements beyond those stipulated by WIOA (R11).

Application questions

- **Reduce paperwork:** Local partnerships should use an application that only requires FLG-relevant information, rather than requiring the documentation necessary for subsequent WIOA enrollment (R12). Making the application available electronically further eases the application process for students (R13). See “Apply for a Finish Line Grant” in the full document for an example.
- **Reduce blockers II:** Local partnerships should provide a checklist of documents required for WIOA enrollment (R14); emphasize the scope of eligibility, i.e., that students may apply *either* if they are a US citizen *or* if they are eligible to work in the US (R15); avoid questions that might deter applicants (e.g., whether students have criminal records; R16); and avoid requirements beyond those mandated by state-wide guidelines (R17).

Grant eligibility requirements

- **Serve all students in need:** WDBs should consider making transfer students eligible for FLGs (R18) and aim for a “no wrong door” policy (i.e., allow students to apply regardless of county of residence or college; R19). Local partnerships should offer FLGs for all allowable emergencies stipulated by state-wide guidelines (R20).
- **Reduce blockers III:** Removing the requirement of a faculty letter of support eases the application process for students (R21).

Outreach

- **Get it out there:** Colleges should encourage word-of-mouth promotion of FLGs (R22), employ targeted outreach to students who meet the basic enrollment, completion, and GPA requirements (R23), and ensure that college websites include a dedicated page that clearly describes the steps for applying (R24).

Recommended Practices for Local Partnerships Administering Finish Line Grants

North Carolina launched the Finish Line Grants Program in 2018 to help community college students complete their training when faced with unforeseen financial challenges. Finish Line Grants (FLG) of up to \$1,000 per semester are available to students who have a qualifying emergency and meet program eligibility requirements. Program funding comes from the federal Workforce Innovation and Opportunity Act (WIOA), which is distributed locally by the state's workforce development boards (WDBs) in collaboration with community colleges (i.e., local partnerships). From July 2018 through March 2022, local partnerships issued FLGs to more than 5,200 students. Because partnerships have discretion over many details of program implementation, a variety of policies and practices are in place across the State.


This brief identifies recommended practices that can support FLG administrative processes and better serve students. These recommendations were developed by the North Carolina [Office of Strategic Partnerships](#) (OSP) in partnership with the Department of Commerce, Division of Workforce Solutions, and the North Carolina Community College System Office.


The recommendations in this document are based on research. OSP designed surveys about FLG processes and received responses from 46 North Carolina community colleges, all 23 WDBs, and nearly 300 community college students across 32 colleges. OSP also interviewed staff from over 20 colleges and a dozen WDBs. The recommendations are also based on analyses of FLG processes at local partnerships across the State and their corresponding application documents. While this brief should not be interpreted as implementing new requirements for application processes or local partnerships, the recommendations should streamline the FLG application process, reduce administrative burden for staff, and make FLGs more accessible to students in need.


While the recommended practices in this document are specifically geared towards the local partnerships that administer FLGs, many of these practices are broadly applicable to cross-agency partnerships. The themes of streamlining administration of programs to reduce inefficiency, improving communication between partners, and facilitating equitable access for all apply widely across diverse programs and partnerships.


For more information about the Finish Line Grant program or these recommended practices, please contact FLG Coordinator at FinishLine@ncworks.gov.

This brief breaks down the recommended practices into four components:

-  **Overall Process**

-  **Application Questions**

-  **Grant Eligibility Requirements**

-  **Outreach**

Overall Process: Recommended Practices

1. College staff should verify basic student eligibility before having students complete an application.

At some colleges, students must complete extensive applications that require significant documentation early in the FLG application process. Colleges should screen students first to ensure basic eligibility (50% completion, current enrollment, and a GPA of 2.0 or higher). This would help students avoid the effort of completing an application despite being ineligible. To reduce burden on college staff, colleges could use a screening form rather than interviewing students; see “Check Eligibility for a Finish Line Grant” for an example form.

2. College staff should connect with students before they apply.

Staff should help students consider whether their emergency need satisfies the criteria of the FLG program and explain the documentation that they will ultimately need to provide. Many college staff said that students need help understanding what kinds of emergencies are eligible. When emergencies do not satisfy the FLG criteria, staff could direct students to other resources that could help with their emergency need.

3. College staff should frame the interaction with the WDBs/NCWorks Career Centers as an opportunity, rather than a burden necessary to receive a grant.

To receive a FLG, students must enroll in the Workforce Innovation and Opportunity Act (WIOA) through a local workforce development board or NCWorks Career Center. As a result, students have the opportunity to develop relationships with WDB/NCWorks Career Center staff. Staff members could help students obtain employment in their chosen careers or direct them to additional services available (e.g., transportation assistance, tutoring). In the OSP survey, most students receiving FLGs rated their additional interactions with WDB/NCWorks Career Center staff as very helpful. However, some students expressed frustration about having to enroll in WIOA and did not understand why it was necessary to receive a FLG. WDB/NCWorks Career Center staff will be set up for success if college staff frame enrollment in WIOA as an additional benefit to FLG. College staff could highlight specific services that WDBs and NCWorks Career Centers provide.

4. Local partnerships should use cloud-based software to share student application processing information.

Many colleges stated that they have no easy way to track applications that have been submitted to WDBs. Local partnerships can address this problem by using secure, cloud-based spreadsheets that are shared between colleges and WDBs. Such systems can be particularly beneficial when colleges are involved in the payment of grants or need to track payment data for financial aid purposes. For example, Capital Area Workforce Development uses a Smartsheet shared between each individual college and Capital Area Workforce staff. The Smartsheet contains student information and application/WIOA enrollment status information. Southwestern Workforce Development Board uses Google Sheets in a similar way.

5. WDB/NCWorks Career Center staff should have a presence on college campuses.

The handoff of students by college staff to WDB/NCWorks Career Center staff is easier when students do not have to travel to a separate location. Partnerships have addressed this problem in various ways. For example, at Guilford Technical Community College (GTCC), NCWorks staff share an office with the GTCC staff who assist FLG applicants. GTCC staff intentionally schedule student meetings on days when NCWorks staff are conveniently across the hall.

Spotlight: Blue Ridge Community College

At Blue Ridge Community College, NCWorks Career Centers are located on both the Flat Rock and Brevard campuses. Students interact directly with on-campus NCWorks staff for the entirety of the FLG process, from their initial expression of interest through the completion of an application. NCWorks staff are able to access college records and can verify eligibility and process applications. One advantage of this arrangement is that the final arbiter of applications is involved from the beginning and students will not receive differing interpretations of program guidelines.

6. Local partnerships should ensure staffing redundancies to reduce bottlenecks or delays in application processing.

WDBs/NCWorks Career Centers should train multiple staff members to process applications to prevent delays caused by staff absences or competing responsibilities. Isothermal Community College noted that the Foothills Workforce Development Board processes applications very quickly and attributed this success to their retention of two or three staff members able to work with FLG students. When one staff member is unavailable for any reason, another can step in.

7. WDB staff should document local policies and procedures and share these with colleges to ensure consistency across staff and over time.

WDBs sometimes develop policies and procedures beyond those stipulated by the State. Some colleges noted that turnover among WDB/NCWorks Career Center staff has led to changing program requirements or interpretations. For example, one college reported that applications similar to those previously approved by the local WDB were now being rejected because a new

staff member applied a different standard. Another college noted that various NCWorks staff members requested different documentation for the same emergency need. WDBs/NCWorks Career Centers should document policies and procedures to ensure consistency among staff and establish a shared understanding of the program between them and community colleges.

8. Local partnerships should establish regular communication channels, such as quarterly check-ins between college and WDB/NCWorks Career Center staff.

Successful local partnerships maintain clear lines of communication and collectively address issues as they arise. Conversely, OSP observed local partnerships where communication was sporadic, resulting in instances where colleges were unaware of decisions a partner WDB had made and vice versa. Local partnerships can address communication problems by establishing a regular time to meet.

9. College or WDB/NCWorks Career Center staff should consider using a purchasing card to pay vendors more quickly.

College and WDB/NCWorks Career Center staff agreed that purchasing cards are quicker and easier than checks. Checks require W-9s from vendors, but purchasing cards do not. Not all FLG expenses can be paid with a purchasing card, however. For example, some landlords will not accept them for rent payments. In these instances, the burden of obtaining a W-9 should not fall to the students. Staff members at either the college or WDB/NCWorks Career Center should be responsible for this paperwork.

10. Local partnerships should relax strict time requirements for student responses to administrators.

One WDB requires students to respond to an initial request for contact within two days after the college has forwarded the application. If there is no response from the student, the application is closed. It is understandable for program administrators to desire timely responses and perceive hard deadlines as facilitators. But it is important to remember that students applying for FLG may be experiencing stressful or traumatic situations (such as homelessness) that can impact their ability to respond. Administrators should pre-emptively contact students who are in danger of missing a deadline.

11. Local partnerships should avoid burdensome documentation. Required documentation should be in the spirit of the emergency need for the grant and/or federally mandated by WIOA.

Some local partnerships have added additional requirements that can harm the ability of students to receive assistance in a timely fashion. For example, to receive a FLG for assistance with child care, one WDB requires a letter from the local County Department of Social Services showing that the student is either on a waiting list to receive Child Care Subsidy or has been turned down. Educating a student on the availability of other assistance programs is helpful, but requiring additional steps to receive a FLG runs counter to the goal of providing emergency assistance in a timely manner.

Spotlight: Duplicating estimates

One WDB requires students to obtain three different estimates for services such as car repairs. As one student noted, “I needed a mechanic to tell me how much he was going to charge me to fix my car. How can I go to the mechanic when my car is not running?” Local partnerships can help students by requiring only one estimate and providing students with the names of vendors that have been willing to work with FLG students in the past.

Application Questions: Recommended Practices

12. Local partnerships should use an application that requests only information needed for Finish Line Grant approval, not all information needed for WIOA enrollment.

Requesting information needed for WIOA enrollment risks wasting both student and staff time on paperwork for applications that will not be approved due to ineligibility. In reflecting on the application, one student noted that “It was just too complicated and too much info was needed; being a full-time student and parent makes it difficult to do all of the running around necessary to get the application info that was needed... If someone is in need of financial help, time is of the essence and [fewer] steps to streamline the process would help tremendously.” Partnerships should request additional documentation for WIOA enrollment after determining that a student is both eligible for a FLG and likely to be approved. See “Apply for a Finish Line Grant” for an example of an application form that only contains the information needed to determine if a student is likely to be approved.

13. Local partnerships should ensure students can complete and submit applications electronically with little difficulty.

Local partnerships can make the application process more accessible to students by using digital forms (rather than solely paper versions). For example, Randolph Community College uses DocuSign to allow students to electronically complete and sign FLG applications. The college adopted this process to remove as many barriers as possible, including transportation challenges. After students complete the application, college staff can electronically approve the submission, attach college documentation, and forward the application directly to WDB/NCWorks Career Center partners. See “Apply for a Finish Line Grant” for an example of an application form that could be available to students electronically.

14. Local partnerships should create a checklist of documents that students will need for WIOA enrollment (but not for the application).

Creating a checklist of documents that students would need for WIOA enrollment can prepare students for the process if they are approved for a FLG. For example, Central Piedmont Community College does not require documentation in its application, but provides students

with such a checklist. Checklists should clearly note that the documentation is not required to apply for a grant but is required to receive a grant.

In addition, having a checkbox on the application that clearly states documents required by WIOA (such as driver's license) will help students to know in advance what they may need to provide if awarded an FLG. Another checkbox can help prepare students for overall engagement with the WDB.

15. Local partnerships should ask students if they are either a citizen of or eligible to work in the U.S.

Students are eligible for the FLG program if they are either a U.S. citizen or eligible to work in the country. Applications that ask solely about citizenship status could deter students who are eligible to work from applying.

16. Local partnerships should avoid asking questions that may deter eligible applicants by implying criteria which are not in fact stipulated.

One WDB asks student if they have “ever been arrested or convicted of a crime other than minor traffic violation.” This question could be interpreted by applicants to mean that a past arrest or conviction would disqualify them, although it would not. Similarly, several applications ask for prior 6-month income, which is not needed for FLG eligibility as there is no income cutoff to be eligible for FLG.

17. Local partnerships should avoid creating additional requirements that are not part of the FLG program.

One WDB requires students to attest that the “unforeseen expense won't be a chronic problem.” Another asks students to state a “plan for moving forward.” In one case, a college requires students to complete a financial literacy class in order to receive a FLG. These additional requirements may be intended to help students, but they can create additional barriers for a grant that is intended to assist students with an emergency. As one college staff member explained, “We have so much food and economic insecurity right now that adding additional complexity is a problem.” Educating students is encouraged by current state guidelines but not required, and some schools do offer optional financial literacy classes or opportunities to meet with financial advisors. Partnerships should encourage students to take advantage of these additional opportunities but should not make grant funding contingent on it.

Grant Eligibility Requirements: Recommended Practices

18. WDBs should consider allowing transfer students to be eligible for grants.

Transfer students are those who are earning an associate's degree while also completing core coursework toward a bachelor's degree at a four-year institution. According to OSP's survey of WDBs, 13 of 23 boards do not allow otherwise eligible students in transfer programs to receive FLGs, while two allow them in some cases. There are eight WDBs that permit all students in

transfer programs who meet the other FLG criteria to receive a FLG. Many colleges expressed an interest in widespread eligibility for transfer students and questioned why it was permitted by some WDBs but not others. Several college staff noted that at their colleges, a majority of students are planning to transfer to four-year institutions, and thus are ineligible for FLGs.

Spotlight: Transfer students may help performance

Several WDBs were concerned that allowing transfer students to participate in FLG could hurt them in their performance, as measured through WIOA. However, to date, this concern does not appear to have been realized.

When WDBs that allow transfer students were asked how FLGs have impacted WIOA Adult performance metrics, half said that FLG showed a positive impact on performance metrics, a quarter said that it had both positive and negative impacts, and the remainder either reported no impact or did not know. One board noted that the transfer students they had served were typically working part-time both before and after they transferred, which helped with performance.

19. WDBs should aim for a “no wrong door” policy for serving Finish Line Grant students, rather than refusing service based upon a student’s county of residence or college.

State-wide policy states that individual WDBs determine eligibility of out-of-area residents, and that “[t]he Finish Line Grants Memorandum of Understanding (MOU) should address any local restrictions related to residency.” OSP found that WDBs indeed vary in whether they serve FLG students who live or work out-of-area (but attend school in their region) or who live or work within their region (but attend school out-of-area). Some WDBs only serve students who live in their designated counties *and* attend a college with which the board has an MOU. Because of this, some students who live in one county and attend school in another have been unable to receive FLGs. One student shared their experience: “I was told that I would have to contact the NCWorks in [my county of residence]. I was then told by that individual that it would be the NCWorks in the county of the college. I was directed to the NCWorks [for the county of the college] and was once again told that it would be my [county of residence]... I never heard from anyone. I gave up.” A “no wrong door” policy would help students who are currently unable to access the program because they live/work in a different county than where they attend school.

Spotlight: Working with FLG students regardless of county

Some WDBs work with any FLG student who either lives or works in one of the counties they serve *or* attends a college in one of those counties. If all WDBs adopted similar policies, students would not be shuffled between boards when they attend a college that does not have a partnership with the board in their county of residence. Several boards expressed confusion about how these students should be tracked for the purposes of WIOA performance measures. Clear guidance from NC Department of Commerce, Division of Workforce Solutions could clarify.

20. Local partnerships should strive to provide Finish Line Grants for all allowable emergencies.

Students can use FLGs to pay for expenses including auto repairs, books and school supplies, child/dependent care, housing/rent, internet service, licensure exams, medical care, transportation, tuition or fees, and utilities. Some WDBs have stopped allowing grants for certain permissible expenses, such as tuition and fees, books, and fuel for student transportation. Not allowing students to use FLGs for these allowable expenses can limit FLG support for students when an emergency arises.

21. WDBs should avoid requiring students to obtain a letter of support from a faculty member.

Some WDBs require a letter of support for all students, while others require it only for students in continuing education programs. Several boards said this requirement was created to prevent potential abuse of grants by students who are not attending or participating in classes. However, because students are dealing with emergencies, WDBs and community colleges should avoid unnecessary application requirements. Local partners could work to prevent abuse using a process that is least burdensome for students. For example, at some colleges, FLG staff email faculty members to confirm that students are enrolled. Alternatively, local partnerships could determine that they will not permit students who have received a grant previously and then dropped their classes for that semester to re-apply for a FLG.

Outreach: Recommended Practices

22. Colleges should encourage staff and faculty to conduct outreach for the Finish Line Grants via word of mouth.

Student survey results indicate that hearing from faculty and staff is the most common way students become aware of this opportunity for emergency assistance. Many of the colleges with the greatest per capita number of students receiving FLGs rely heavily on their staff and faculty to make students aware of the program. Colleges could host a brief orientation about FLGs for new faculty and staff to ensure awareness of the program. College staff could also send an email at the beginning of each semester reminding faculty and staff of the program and encouraging them to share the information with students.

23. Colleges should use targeted outreach via email or text messages to students who meet the enrollment, 50% completion, and GPA requirements.

Colleges that have access to the [Finish First tool](#) or other data systems can target outreach to students who are already known to have completed 50% of their degree or credential, meet the GPA requirements, and are enrolled. By targeting some of their outreach, colleges can help ensure that efforts reach all students who are eligible. Student survey results suggest that email communications were the second most common means for learning about FLGs, after word of mouth from college staff and faculty.

24. Colleges should ensure they have a web page that describes the program and allows students to take the first step toward applying.

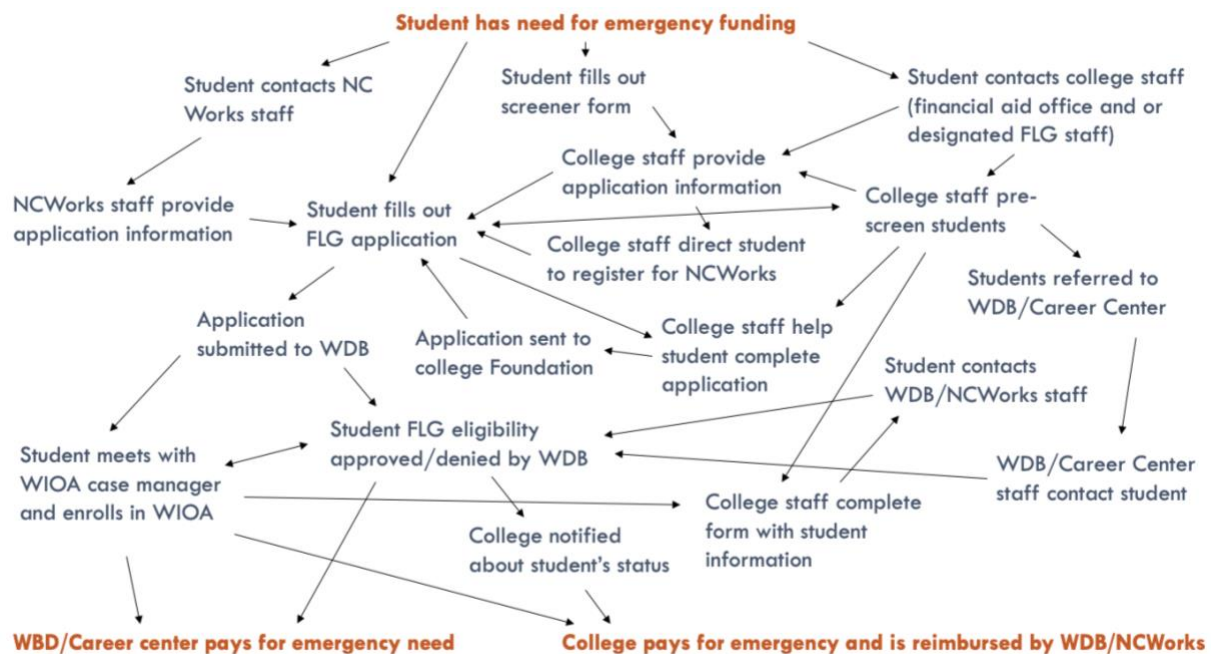
Several colleges do not have a dedicated web page introducing FLGs, although a number have taken this simple step. For example, Forsyth Tech Community College and Piedmont Community College have web pages that describe the FLG program and provide both contact information and an application.

Model Finish Line Grant Application Process and Forms

North Carolina launched the Finish Line Grants (FLG) Program in 2018 to help community college students complete their training when facing unforeseen financial challenges. Finish Line Grants of up to \$1,000 per semester are available to students who meet program eligibility requirements, including having completed at least 50% of their degree or credential program (or be enrolled in courses that will constitute 50% completion). Local partnerships between community colleges and workforce development boards (WDB) work to administer the funding to students.

Most local partnerships implementing Finish Line Grants follow a process where intake of students is handled by community college staff. College staff then transfer students with completed applications to WDB or NCWorks Career Center staff for approval and subsequent enrollment in the Workforce Innovation and Opportunity Act (WIOA). However, there is a wide range of processes in place: the graphic below shows processes used across local partnerships throughout the State. The proposed alternative model emphasizes accessibility for students and attempts to increase student application rates and application completion rates.

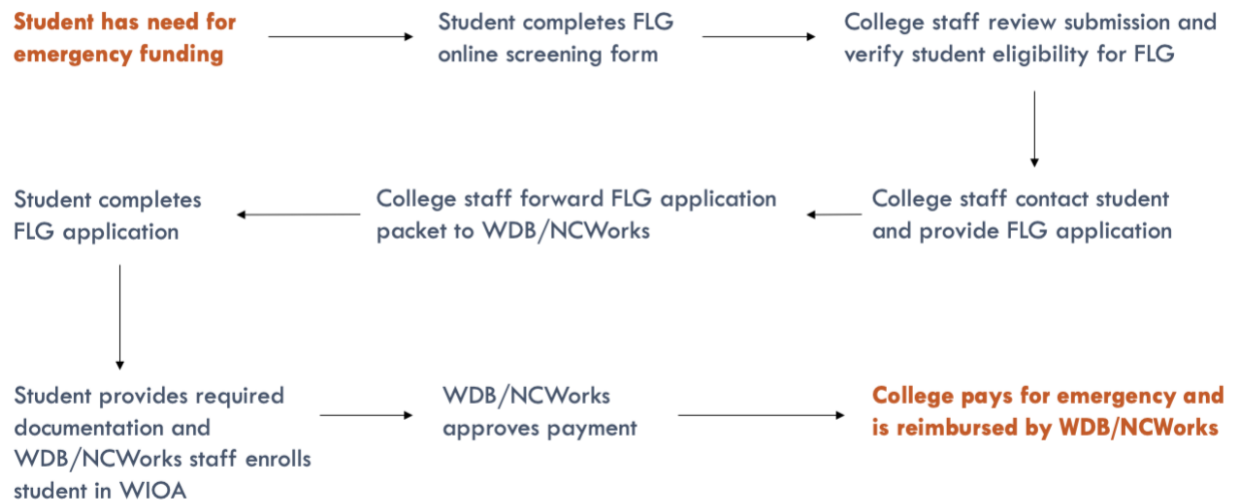
Finish Line Grant administrative processes vary widely and there is no standard process



Proposed Finish Line Grant Administrative Process

The proposed process depicted in the table below creates a straightforward path for students to receive a clear answer on whether they could receive a FLG before asking them to submit additional documentation (e.g., documentation needed to make a grant payment to a vendor on behalf of a student). This documentation can be difficult for students to gather, especially for those who may be experiencing hardships such as housing insecurity. The documentation is required by the federal WIOA and the State cannot waive the federal requirements. Local partnerships can, however, save their own and students' time by requesting documentation only of applicants who have successfully completed Steps 1 through 5.

Action Step	Considerations
1. Student completes online screening form	An online screening form can be completed quickly and starts the application process. It also provides an electronic record, which is important for tracking, reporting, and evaluation. See "Check Eligibility for a Finish Line Grant" below for an example of a screening form that schools could make available on their websites.
2. College staff review submission and verify student eligibility	This step is important because students do not always know whether they qualify as 50% complete or meet the GPA requirement.
3. College staff contact student and provide application	Staff should explain that students will be interacting with WDB/NCWorks Career Center staff and emphasize the benefits of doing so (i.e., additional career services available through WIOA). They can also help students consider whether students' emergency needs qualify for a FLG and discuss the documentation ultimately required to receive a grant should the applications be accepted. A checklist of these documents will help students begin to prepare this documentation (see an example that Central Piedmont Community College uses here).
4. Student completes application	Students can quickly complete an application when the requested information is limited to that which is needed to make a FLG decision. See "Apply for a Finish Line Grant" below for an example of an application that is limited to the information needed to make a FLG decision.
5. College staff forward application packet to WDB/NCWorks staff	Colleges forward the application with information needed by the WDB/NCWorks Career Center staff to verify eligibility, such as student's GPA, number of credit hours, and attestation by college staff that the student is 50% complete.
6. Student provides required documentation and WDB/NCWorks staff enrolls students in WIOA	WDB/NCWorks Career Center staff confirm whether students are eligible for a FLG. WDB/NCWorks Career Center staff should then request documentation of the emergency need and documentation for WIOA enrollment from these eligible students.
7. WDB/NCWorks approves payment	After all documentation is submitted, payment can be made by either the WDB/NCWorks Career Center or college that is responsible for paying grants on behalf of students.



In addition to the model process described, the Office of Strategic Partnerships has developed sample forms that local partnerships can use. The first form, “Check Eligibility for Finish Line Grant,” can be used for students to express interest in FLG and for colleges to then quickly screen those students for eligibility. The second form, “Apply for a Finish Line Grant”, is a brief sample application that focuses on the student’s emergency need and whether the need qualifies the student for a FLG.



Check Eligibility for a Finish Line Grant

Finish Line Grants are designed to help community college students overcome financial emergencies that could get in the way of completing your degree. Eligible students may qualify for up to \$1,000 to help offset unforeseen emergency expenses. Complete this form to see if you are eligible for a Finish Line Grant.

Student information

First name: _____ Last name: _____

Student ID number: _____

County of residence: _____

Preferred contact email: _____

Preferred contact phone number: _____

Eligibility check

1. Are you currently enrolled at a North Carolina Community college? Yes No

If yes, enter Community College name: _____

2. Including the current semester, have you completed 50% or more of your degree or program? Yes No Don't know

What is your program of study? _____

3. Do you have a GPA of 2.0 or higher? Yes No Don't know

4. Are you a citizen of, or eligible to work in, the US? Yes No Don't know



Apply for a Finish Line Grant

Finish Line Grants are designed to help community college students overcome financial emergencies that could get in the way of completing your degree. If you need help with emergency expenses, use this form to apply for funds. Eligible students may qualify for up to \$1,000.

Student information

First name: _____ Last name: _____

Student ID number: _____

Street address: _____ Apt: _____ City: _____

County: _____ State: _____ ZIP code: _____

Preferred contact email: _____

Preferred contact phone number: _____

Are you registered for the Selective Service? Yes No N/A

I understand that if approved for a Finish Line Grant, I will need to provide documentation such as driver's license and proof of U.S. citizenship or authorization to work in the US.

I understand that receiving a Finish Line Grant means that I will need to stay engaged with NCWorks career center staff for follow-up.

Describe emergency assistance requested

1. Select the category of need for which you are applying for funds. Before you receive funds, you will have to provide sufficient documentation supporting the use of the funds (e.g., repair estimate, billing statement, receipt, etc.).

- | | | |
|---|--|---|
| <input type="checkbox"/> Auto repairs | <input type="checkbox"/> Books and school supplies | <input type="checkbox"/> Child/dependent care |
| <input type="checkbox"/> Housing/rent | <input type="checkbox"/> Internet | <input type="checkbox"/> Medical/dental/vision care |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Tuition or fees | <input type="checkbox"/> Utilities |
| <input type="checkbox"/> Other (please specify) _____ | | |

2. Please explain the financial emergency for which you are requesting Finish Line Grant funds.

Sign here

I hereby certify that the information provided is accurate to the best of my knowledge. I understand that any willful misstatement of the facts may cause my forfeiture of any assistance. I give permission to the college to release information to the workforce development board to process this request.

Student signature: _____ Date: _____