



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

**Board of Governors**

**Commission on Florida Higher Education Access and Degree Attainment**

**Solicitation for Grant Applications**

**Targeted Educational Attainment (TEAm) Grant Program**

**Program Name:** Targeted Educational Attainment (TEAm) Grant Program

**Key Dates:** The closing date for receipt of applications under this announcement is **February 3, 2014**. Applications not submitted by 11:59 pm (EST) on this date will automatically become ineligible.

**Method of Submission:** All complete applications must be submitted to the following email address: SUS-teamgrant@flbog.edu.

**Grant Duration:** \$15 million in grant funds will be awarded by the Board of Governors for the 2013-14 academic year.

**Executive Summary:**

This grant program was developed as a response to the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors. Its findings, and the foundational work of this grant, was made possible by a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

Closing the gaps in educational attainment identified by the gap analysis requires smart, strategic decisions about the program offerings that the state's universities expand to meet the workforce needs of the future. To that end, the State University System of Florida, Board of Governors announces the availability of approximately \$15 million in competitively awarded grant funds to pay down the gap. The resulting Targeted Educational Attainment (TEAm) grant program is an extension of the cooperative nature of the Access and Educational Attainment Commission and related workgroups.

It is the expressed intent of this grant program to support Florida's public universities', and their partners', provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. By systemically addressing areas of need, in addition to the continual production of degrees not listed in the gap analysis but of continued importance to the citizens and employers of the State, the Board of Governors envisions making a marked improvement ensuring that the educational standing and thereby the workforce of the state improves wisely.

Institutions are invited to apply for grant dollars to support the expansion or building of one or more programs to meet demand for graduates from Targeted Program Areas. However, while applicants can focus on multiple Targeted Programs, all proposed programs must fall within a single Targeted Program Area.

All institutions of higher education in Florida are eligible, as long as they partner with a university that is a member of the State University System of Florida. Partnerships of this type are strongly encouraged. State University System of Florida institutions may apply for a grant by themselves as well. Furthermore, institutions are not prohibited from applying for more than one grant. The Board of Governors intends to fund 4 to 6 grants.

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## I. Funding Opportunity Description

### a. Program Overview

If Florida desires to raise its national standing, we need to do a better job letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. Ultimately the choice is theirs, but the opportunities must be there for them to choose.

This means smart, strategic decisions about the program offerings the state's universities expand to meet the workforce needs of the future. Recognizing there is a need for continual growth in educational attainment, especially in particular areas, the State of Florida Legislature appropriated \$15 million to pay down the gap. The result is the Targeted Educational Attainment (TEAm) grant program. It is the expressed intent of this grant program to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. Furthermore, the grant program will aid in meeting the State University System of Florida, Board of Governor's mission to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The objectives of the TEAm grant program are to: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

This grant program was developed as a response to the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors. Its findings, and the foundational work of this grant, was made possible by a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

In light of the results of the gap analysis conducted by the Access and Educational Attainment Commission, applicants are encouraged to expand existing or newer Targeted Programs that focus on graduating substantially more students in three Targeted Program Areas: Computer and Information Technology, Middle School Teacher Retention, and Accounting, Financial Services and Auditing.

### b. Core Elements

#### i. Targeted Program and Targeted Program Areas

The proposed program must address the increased production of bachelor's degrees in the Targeted Programs provided in Table 1 as identified by the gap analysis of the Access and Educational Attainment Commission. When applying for

the grant, applicants may select more than one Targeted Program to expand, but all programs must be within a Targeted Program Area.

**Table 1. Targeted Programs and Targeted Program Areas for Development or Expansion**

CIP code	Targeted Programs
<b>Computer and Information Technology</b>	
11.0101	Computer and Information Sciences, General
11.0103	Information Technology
11.0201	Computer Programming/Programmer, General
11.0401	Information Science/Studies
11.0501	Computer Systems Analysis/Analyst
11.0701	Computer Science
11.0801	Web Page, Digital/Multimedia and Information Resources Design
11.0901	Computer Systems Networking and Telecommunications
11.1003	Computer and Information Systems Security/Information Assurance
14.0901	Computer Engineering, General
14.0903	Computer Software Engineering
52.1201	Management Information Systems, General
<b>Middle School Teacher Retention</b>	
13.1203	STEM-related middle school teacher preparation programs
13.1309	Technology Teacher Education/Industrial Arts Teacher Education
13.1311	Mathematics Teacher Education
13.1316	Science Teacher Education
13.1322	Biology Teacher Education
13.1323	Chemistry Teacher Education
<b>Accounting, Financial Services and Auditing</b>	
52.0301	Accounting
52.0304	Accounting and Finance
52.0305	Accounting and Business/Management

Note. CIP is an acronym for Classification of Instructional Programs, which is a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

ii. Program Development or Expansion

It is the expressed intent of this grant program to support Florida’s public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. In order to complete this task, applicants may either expand existing or newer programs to meet this objective.

II. Award Information

a. Award Type and Amount

Funding for all applicants will be provided in the form of a lump sum grant by the end of the 2013-2014 academic year. There is the expectation that the granted programs will become self-supporting after the funding is awarded.

Pending legislative action, an additional \$15 million in grant funds may become available in the 2014-2015 academic year as a second grant program to be administered. This, potential, second grant program may further support grants awarded under this grant program, conditional upon the demonstration of satisfactory progress, or fund new applications. 2014-2015 funding is contingent on the availability of appropriated funds. As such, proposals under this program should operate within in the parameters of the current grant program.

b. Period of Performance

The period of performance for funded programs is 5 years. Applicants must plan to expend all funds by the end of the second year (2014-15), with a plan for sustainability in years three, four, five and beyond.

**III. Eligibility Information**

A single institution or a collaborative of two or more institutions of higher education may submit an application to expand or build programs. Collaboration with partnering institutions is encouraged, and serves as an expressed emphasis as reflected in the criteria for making awards.

Please note that this process is not intended to supersede any new degree program approval processes. Applicants will be expected to follow all required procedures.

A member institution of the State University System (SUS) of Florida must be the Lead Institution on any application submitted. However, the SUS institution may partner with any public or private college or university. The Lead Institution and all Partnering Institutions must agree to permit post-award monitoring and evaluation, to include all required reports.

a. Eligible Institutions

The Lead Institution must be a member institution of the State University System of Florida. The Lead Institution must be in compliance with all state laws and Board of Governors regulations to be eligible to apply [s. 1008.322 (5) (b) F.S.]. Partnering Institutions must be members of the State University System, Florida College System, the Independent Colleges and Universities of Florida or the Commission for Independent Education.

i. Partnership Applicants

1. Partnership applicants are comprised of two or more eligible institutions, one of which must be a member of the State University System of Florida, that are expanding or building programs that lead to completers in the Targeted Programs as identified in the gap analysis and listed in Table 1.

Eligible applicants who form a partnership will submit one application package. However, each Partnering Institution will have to provide separate program data, budget data, and a separate budget narrative that the Lead Institution will submit as appendices along with the application. The application packet materials, consisting of an application, budget narrative, budget information and historical program data are provided in appendices A or E, B, C, and D respectively.

2. Role of Lead Institution in the Partnership

A member of the State University System of Florida must serve as the Lead Institution. The Lead Institution is accountable for all fiscal and administrative activity associated with the grant and assumes responsibility to coordinate all fiscal and administrative activity. The roles of the Lead Institution include, but are not limited to, the following:

a. Communication

The Lead Institution will serve as the conduit for all communication with the Board of Governors. Partnerships should develop a communication process that promotes effective and efficient communication between partners as well as providing timely feedback of information gathered in discussing the grant with the grant program contact of the Board of Governors.

b. Tracking

The Lead Institution will track programmatic and fiscal progress against goals and flag problems related to the achievement of programmatic and fiscal goals of the project and compile performance metrics and fiscal reports. Problems will be identified and reported to the grant program contact of the Board of Governors.

c. Combined Reports

The Lead Institution will submit, on behalf of the partnership, a semi-annual narrative programmatic report that compiles the activities of the partnering institutions to provide a holistic picture of the award as well as progress of each institution.

3. Role of Partnering Institutions

As a member of the partnership, Partnering Institutions delegate certain authorities to the Lead Institution. Those authorities include submitting the programmatic reports on their behalf, submission of prior approval and modification requests on their behalf, communication regarding the grant to the grant program contact of the Board of Governors, and allowing the Lead Institution to track programmatic, fiscal and administrative progress of the grant. Partnering Institutions will provide the Lead Institution with all information and materials needed to meet the requirements outlined in III.a.i.2 above.

Partnering Institutions are responsible for meeting all criteria associated with this grant program.

If any institution identified in the application as a Partnering Institution plans to drop out of the partnership before or after award of the grant, that institution, along with the Lead Institution, must: 1) provide to the grant program contact of the Board of Governors in writing a letter of intent to withdraw from the consortium and terminate the grant award; and 2) contact the grant program contact of the Board of Governors to discuss next steps.

ii. **Single Institution Applicants**

Single institution applicants must meet all of the requirements placed on Lead Institutions, except those relating to interacting with Partnering Institutions. Only members of the State University System of Florida may apply for this grant program as a single institution.

b. **Allowable Activities**

It is anticipated that the majority of applications will include three categories of activities which are directly related to the purpose of the proposed program: a) hiring and/or training additional instructors or staff to enhance the program, b) purchasing or upgrading classroom supplies and equipment, and c) promoting the program to recruit students.

Allowable costs also include the costs of program development such as using subject matter experts from industry, education, state workforce agency, labor market and economic research entities, and other areas to inform and assist in curriculum design. Other allowable activities may include, but are not limited to, implementing and/or expanding the information technology infrastructure used to provide education and training and related activities; developing staff and infrastructure capacity to acquire, organize, and/or analyze program data for continuous improvement; and expanding and improving the capacity of student services that directly support the goals of the grant (for example, career guidance programs).

Activities not allowed under this grant include capital improvements, indirect costs and non-credit education.

c. **Application Screening Criteria**

Complete applications consist of a completed application form, budget narrative, project budget, and performance data. Incomplete applications, identified after the close of the application submission date, will neither be reviewed nor considered for funding.

Applications that do not include the signatures of the President, Chief Academic Officer and Board of Trustees (if applicable) of all participating institutions or that are not received by the specified deadline will not be considered.

d. **Accessibility**

All online and technology-enabled content and courses developed for funded programs must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA (<http://www.w3.org/TR/WCAG/>).

#### IV. Application and Submission Information

##### a. Content Submission

###### i. Grant Application.

Applicants must submit a completed grant application focused on a Targeted Program(s) in one of the three Targeted Program Areas identified in Table 1. The required application form for applications focused on Computer and Information Technology or Accounting, Financial Services and Auditing Targeted Program Areas is provided as Appendix A. A grant application form for applications focused on the Middle School Teacher Retention Targeted Program Area is provided as Appendix E.

###### ii. Budget Narrative.

In narrative form, summarize the current resources to be devoted to the proposed program. In addition, summarize the use of new resources gained through this Solicitation for Grant Application that will be devoted to the proposed program. Indicate how the program will be maintained after award dollars have been expended. Describe any resources (financial and in-kind) that will be available to support the program from outside entities, such as businesses, industrial organizations, governmental entities, etc. This information is to be provided on the form attached as Appendix B

###### iii. Project Budget.

Use the tables provided as Appendix C to display the projected new costs for Year 1 through 5 of the grant program. (NOTE: A separate table is to be provided for each participating institution. Projected new cost data reflect snapshots in time rather than cumulative costs.)

###### iv. Performance Metrics

The intent of this grant program is to ramp-up program productivity in areas of targeted need to the Florida's workforce. A way to ensure State funds are well spent is to compare expected outcomes to projected outcomes assuming the TEAm Grant Program did not exist.

###### 1. Definitions. For the purposes of this grant, the following definitions apply:

- a. "Actual" refers to data that has been collected.
- b. "Completers" refers to either bachelor's degree earners or program completers for middle school teacher retention programs only.
- c. "Existing Programs" are those upper division programs that enrolled students prior to the Summer 2008 semester.

- d. "Expected" refers to a level of performance reflective of the appreciable increase in variables of interest expected to be met should an applicant receive a TEAm grant.
  - e. "Newer Programs" are those upper division that enrolled or plan to enroll students on or after the Summer 2008 semester.
  - f. "Projected" refers to inferential data five years out into the future based on an analysis of actual data.
    - i. Process. Applicants must make projections for all grant applications using the average annual growth rate.
    - ii. Purpose. The difference between the expected values submitted as part of this application and the projected values determined in the manner described in this section will serve as one way to evaluate the impact of the application and, to the greatest extent, allow for consistent data treatment across applicants, the evaluation for award determinations, and the performance of grantees in ensuing years.
    - iii. Newer Program Projections. As newer programs are not yet mature, applicants will need to provide projected values for newer programs along with a detailed description of the methodology used to arrive at the projections within the grant application.
2. Enrollments. The actual, projected, and expected counts of enrollments for each targeted program independently, at the junior level or higher, from the 2007-2008 academic year through to the 2017-2018 academic year.
  3. Completion Rates. Institutions (whether single or partnering) must provide the percent of students admitted to and subsequently enrolled in the upper division of a Targeted Program that graduate within 3 years of enrolling in the program for graduates in years 2007-08 through 2012-13; cohorts starting 2005-2006 through 2010-2011.
  4. Number of completers. The actual, projected, and expected counts of completers for each Targeted Program independently from the 2007-2008 academic year through to the 2017-2018 academic year. For programs focused on Middle School Teacher Retention, this is the number of enrolled students who either earned a bachelor's degree or other credential such as licensure or a graduate certificate, as a result of completing the Targeted Program.
  5. Completer outcomes. For each Targeted Program, the percentage of completers employed and/or continuing their education further 1 year after graduation, or program completion for middle school retention programs. These data will not be utilized by the Review Committee; however grantees will be responsible for submitting these data for completers starting with

the 2012-13 graduating class(es) and ending with the 2016-17 graduating class(es).

b. Submission Date, Times, Process and Addresses

i. Submission Date and Time

The closing date for receipt of applications under this announcement is **February 3, 2014**. All applications must be submitted to the following email address: SUS-teamgrant@flbog.edu. Applications must be submitted by 11:59 pm (EST) on the due date, as determined by an electronic date and time stamp by the email system.

ii. Project Timeline and Due Dates

Grantees will be responsible for submitting the deliverables by 11:59 pm (EST) on the due dates outlined in Appendix F.

c. Funding Restrictions

Funds may not supplant other funding sources in existence prior to this grant program. Grantees will be responsible to submit a Certification of Maintenance of Effort, which will include documentation of program funding two years before the award and for each year of the award period, as an appendix to the narrative report for each Targeted Program. In addition, institutions will create a separate budget code for the funds awarded by the grant.

V. Application Review Information

a. Criteria for All Applicants

Applications will be evaluated by a Review Committee on the criteria provided in Appendix G. Each of the three criteria areas relate to the three objectives of the grant: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

b. Review and Selection Process

The review and selection process will proceed in accordance with the timeline in Appendix F. The maximum number of points an applicant is eligible to receive is 100 as detailed in Appendix G. The score will be dependent on the quality of information required as determined by the Review Committee.

i. Review Committee.

The Review Committee will be composed of Senior Policy Workgroup members of the Access and Educational Attainment Commission and Board of Governors staff, or an approved replacement. Review Committee members are to participate in all meetings.

ii. Scoring.

Reviewers will read the applications and score them using the Reviewer Sheet provided in Appendix G. The high and low score for each application will be dropped, and the remaining scores averaged to arrive at a score. The Review Committee will use application scores, along with reviewer comments, to inform the decision making process.

iii. Process.

Upon a review of the applications, the Review Committee will present the applications recommended for funding to the Access and Educational Attainment Commission members for consideration. The Access and Educational Attainment Commission members will then make recommendations as to which applications should be funded to the Board of Governors. The Board of Governors will then vote to approve the recommended applications at the March 2014 meeting of the Board of Governors.

Selection by the Review Committee does not constitute an approval of the grant application as submitted. Before awarding the grant, the Board of Governors staff, on behalf of the Review Committee and/or the Access and Educational Attainment Commission, may enter into negotiations about various elements of a recommended application. All award recommendations are unofficial until formally awarded by the Board of Governors at the March 2014 Board meeting, at which time formal award letters will be sent to the Lead Institution.

#### VI. Award Administration Information

##### a. Award Notices

Awards will be posted on the Florida Board of Governors website: [www.flbog.edu](http://www.flbog.edu). Applicants will be notified by mail or email. Non-selected applicants may request a debriefing on the comparative weakness of their application. Such a request must be in writing and submitted electronically, to [SUS-teamgrant@flbog.edu](mailto:SUS-teamgrant@flbog.edu) by 11:59 pm (EST) May 15, 2014.

##### b. Reporting

The performance of grantees will be monitored by an Evaluation Committee. The Evaluation Committee will be composed of at least two (2) Board of Governors staff and at least one person from workforce/business. A total of up to four (4) Evaluation Committee members may be designated.

The grantee is required on January 10<sup>th</sup> and July 10<sup>th</sup>, or the next business day if this day falls on a weekend or holiday, of every year from receipt of grant funds through the 2017-2018 academic year to provide the reports and documentation listed below:

##### i. Narrative Reports.

Lead or Single Institutions shall submit a narrative report to the Evaluation Committee. The report shall provide the context necessary to understand those pieces of information not communicated by numeric values. At a minimum it should include a narrative for each performance metric in terms of program performance as compared to expected performance as detailed in the grant application, progress in capacity building, and key challenges and issues. The narratives may be supported by information that may include surveys of participants, employers, job sites or other related activities of the grant program that speak to its value and performance. Partner Institutions will submit their

reports to the Lead Institution, who will then write a single report, with each Partnering Institution's report included as an appendix.

ii. Performance Metrics.

Lead or Single Institutions shall submit performance data to the Evaluation Committee. Performance metrics will build upon the data provided as part of the grant application process. For each report, granted institutions will report actual values for enrollments, completers, completion rates and completer outcomes. Where applicable, these reported actual values will be compared to both the expected and projected values submitted as part of the grant application.

iii. Budget Documents.

Lead or Single Institutions shall submit updated budget documents (i.e. a budget narrative and project budget) to the Evaluation Committee. The Committee will review, in partnership with appropriate Board of Governors staff, the financial management of the grant program to ensure appropriate administration of fiduciary responsibilities.

These reports and documentation shall be submitted, by 11:59 pm (EST) on January 10<sup>th</sup> and July 10<sup>th</sup>, or the next business day if this day falls on a weekend or holiday, for the life of the grant beginning from the date the institution first receives funds, electronically to the grant program contact at the Board of Governors office.

## **VII. Grant Program Contact**

Christopher M. Mullin, Ph.D.

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State University System of Florida, Board of Governors

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## **VIII. Appendices**

Appendix A. Grant Application for Developing or Expanding a Targeted Program Area

**Board of Governors, State University System of Florida**  
**Response to a Solicitation for Grant Applications to the**  
**Targeted Educational Attainment (TEAm) Grant Program**

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**SUS University Submitting Application & Application Title**

Signature of SUS President	Date	Partnering Institution President	Date
Vice President for Academic Affairs	Date	Partnering Institution Vice President for Academic Affairs	Date
Board of Trustees	Date	Partnering Board of Trustees	Date
		Partnering Institution President	Date
		Partnering Institution Vice President for Academic Affairs	Date
		Partnering Board of Trustees (if applicable)	Date

**By the signatures above, the institution(s) certify agreement to post-award monitoring and evaluation. In addition, the institutions agree to the provision of relevant performance data, and to the provision of required reports. For Lead Institutions submitting collaborative applications, the reports must include reporting on all Partnering Institutions.**

**I. Program Description**

- A. Briefly describe the baccalaureate degree program under consideration, including (a) concentrations, tracks, or specializations; and (b) total number of credit hours. If this application involves multiple institutions, indicate which institutions and the manner in which they will be involved. Indicate whether this application is for building a new degree program by a single institution, expanding an existing degree program by a single institution, or a cooperative agreement between partner institutions. If any new degree programs must be created to fully implement the application, provide a timeline for achieving all necessary institutional and state-level approvals. Also provide a timeline for achieving any required approval by accrediting agencies.**

Insert response here.

- B. Identify any industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 that are currently or will be associated with the new or expanded program.**

Insert response here.

- C. Identify Cooperative Education and internship opportunities, paid or unpaid that combine classroom study with work experience directly related to a student's academic major over multiple semesters, typically with the same employer, allowing students to apply classroom theory in a practical world setting.**

Insert response here.

- D. Identify any collaborative partnerships with business and industry to provide instruction and/or research in a realistic work environment.**

Insert response here.

- E. Identify any established or planned educational sites at which the program is expected to be offered. Be sure to indicate whether the program will be offered *only* at sites other than the main campus. If the program will be offered at any new educational sites, include a timeline for seeking appropriate institutional, state-level, and accrediting agency approvals.**

Insert response here.

- F. Describe any curricular and/or delivery innovations that will speed up degree production, including the use of any online coursework. Provide an indication of when the first additional program majors will have graduated from the time they enter the program.**

Insert response here.

- G. Describe specific partnerships and collaborations with other institutions.**

Insert response here.

## **II. Enrollments and Degrees**

- A. Provide a narrative to contextualize the required data for the Targeted Program Area, as detailed in Table 1a through 1d in Appendix G.**

**Also, if applicable, please describe the extent to which prospective graduates may be place-bound or, conversely, the extent to which they are expected to move to other parts of Florida. If students are expected to move to other parts of Florida to get jobs after graduation, describe the marketing materials and other efforts that will be made to ensure that students are aware of the need to relocate and may be provided assistance with making contact with employers in the target area.**

Insert response here.

- B. Describe the estimated future impact of the program on reducing the gap in high-demand workers as determined by the submission of expected outcomes should the application be funded as compared to projected outcome determined utilizing the prescribed methodology.**

Insert response here.

## **III. Access and Articulation**

- A. If the proposed program is an AS-to-BS capstone, document that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FLVC.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Insert response here.

**IV. Related Institutional Mission, Strength, and Program Quality Indicators**

- A. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, existing academic programs, and/or institutes and centers.**

Insert response here.

- B. Document any other indicators of quality to demonstrate the ability to carry out the proposed program(s).**

**V. Curriculum**

- A. Describe the specific expected student learning outcomes associated with the program.**

Insert response here.

- B. Describe the admission standards and graduation requirements for the program.**

Insert response here.

- C. Describe the curricular framework for the program, including number of credit hours and composition of required core courses, restricted electives, and unrestricted electives. Identify the total numbers of semester credit hours for the degree.**

Insert response here.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis**

**within the proposed program.**

Insert response here.

- E. Discuss how any employer/industry-driven competencies and industry certifications were identified and incorporated into the curriculum. Also indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Insert response here.

- F. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).**

Insert response here.

## **VI. Faculty Participation**

- A. For each institution, separately identify the number of existing ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new ranked faculty who will participate in the proposed program through Year 5.**

Insert response here.

- B. For each institution, separately identify the number of existing unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5.**

Insert response here.

## **VII. Non-Faculty Resources**

- A. Describe existing classroom, teaching laboratory, research laboratory, office, and other space currently available to support the new/expanded program through Year 5. Describe any additional classroom, teaching laboratory, research laboratory, office, and other space needed to expand/build the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table Two: “Projected Costs and Funding Sources.”**

Insert response here.

- B. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements. Describe any additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. These costs should be reflected in Table Two: “Projected Costs and Funding Sources.”**

Insert response here.

- C. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table Two: “Projected Costs and Funding Sources.”**

Insert response here.

- D. Describe currently available sites for cooperative education, internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Insert response here.

- E. Other: Please provide any additional information the reviewers should know.**

Insert response here.

- F. Feel free to append any letters of support/commitment that target the sustainability of the program.**

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**SUS University Submitting Application & Application Title**

All Institutions participating in the grant must submit a Budget Narrative. The Budget Narrative must include a description of the costs associated with each line item of the Project Budget.

**A. Funding Source**

**a. Program Expanding/Building Award**

INSERT DESCRIPTION HERE

**b. Continuing Base (E&G) also referred to as Continuing Appropriation.**

INSERT DESCRIPTION HERE

**c. Enrollment Growth**

INSERT DESCRIPTION HERE

**d. Other New Recurring (E&G)**

INSERT DESCRIPTION HERE

**e. Contracts and Grants (C&G)**

INSERT DESCRIPTION HERE

**f. Auxiliary Funds**

INSERT DESCRIPTION HERE

**B. Expenditure Sources**

**a. Faculty Salaries and Benefits**

INSERT DESCRIPTION HERE

**b. A&P Salaries and Benefits**

INSERT DESCRIPTION HERE

**c. USPS Salaries and Benefits**

INSERT DESCRIPTION HERE

**d. Other Personnel Services**

INSERT DESCRIPTION HERE

- e. Library Resources**  
INSERT DESCRIPTION HERE
  
- f. Expenses**  
INSERT DESCRIPTION HERE
  
- g. Operating Capital Outlay**  
INSERT DESCRIPTION HERE
  
- h. Special Categories**  
INSERT DESCRIPTION HERE

Appendix C. Project Budget

See accompanying Excel Workbook.

Appendix D. Performance Data

**TABLE 1a: Unduplicated Upper Division Headcount Enrollments in Targeted Programs**

Institution Name	Data Type	Academic Year										
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
<b>Totals</b>	<b>Actual</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Projected</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Expected</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Expected Impact (Expected minus Projected values)</b>							<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>[FOR GRANTEES ONLY] Actual Impact (Actual minus Projected values)</b>							<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

If there are additional Targeted Programs, please add four rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

**TABLE 1b: Unduplicated Upper Division Completers in Targeted Programs**

Institution Name	Data Type	Academic Year										
		Prior Year					Current Year					
		5 (2007-08)	Prior Year 4 (2008-09)	Prior Year 3 (2009-10)	Prior Year 2 (2010-11)	Prior Year 1 (2011-12)	Year (2012-13)	Year 1 (2013-14)	Year 2 (2014-15)	Year 3 (2015-16)	Year 4 (2016-17)	Year 5 (2017-18)
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
<b>Totals</b>	<b>Actual</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Projected</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Expected</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Expected Impact (Expected minus Projected values)							0	0	0	0	0	0
[FOR GRANTEES ONLY] Actual Impact (Actual minus Projected values)							0	0	0	0	0	0

If there are additional Targeted Programs, please add four rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

**TABLE 1c: Upper Division Completion Rates in Targeted Programs**

Institution Name	Data Type	Academic Year												
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5		
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)		
Institution – Targeted Program (Insert here)		Actual	0	0	0	0	0	0						
		Expected					0	0	0	0	0	0	0	0
Institution – Targeted Program (Insert here)		Actual	0	0	0	0	0	0						
		Expected					0	0	0	0	0	0	0	0
Institution – Targeted Program (Insert here)		Actual	0	0	0	0	0	0						
		Expected					0	0	0	0	0	0	0	0
<b>Totals</b>	<b>Actual</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Expected</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

If there are additional Targeted Programs, please add three rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

**TABLE 1d: Completer Outcomes in Targeted Programs [DO NOT COMPLETE AS PART OF THE GRANT APPLICATION PROCESS. TO BE COMPLETED BY GRANTEES ONLY]**

Institution Name	Data Type	Academic Year										
		Prior Year					Current Year					
		5 (2007-08)	Prior Year 4 (2008-09)	Prior Year 3 (2009-10)	Prior Year 2 (2010-11)	Prior Year 1 (2011-12)	Year (2012-13)	Year 1 (2013-14)	Year 2 (2014-15)	Year 3 (2015-16)	Year 4 (2016-17)	Year 5 (2017-18)
Institution – Targeted Program (Insert here)												
Actual												
Institution – Targeted Program (Insert here)												
Actual												
Institution – Targeted Program (Insert here)												
Actual												
<b>Totals</b>	<b>Actual</b>						<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

If there are additional Targeted Programs, please add two rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

**Board of Governors, State University System of Florida**  
**Response to a Solicitation for Grant Applications to the**  
**Targeted Educational Attainment (TEAm) Grant Program**

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**SUS University Submitting Application & Application Title**

Signature of SUS President	Date	Partnering Institution President	Date
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Vice President for Academic Affairs	Date	Partnering Institution Vice President for Academic Affairs	Date
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Board of Trustees	Date	Partnering Board of Trustees	Date
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		Partnering Institution President	Date
--	--	----------------------------------	------

		Partnering Institution Vice President for Academic Affairs	Date
--	--	--	------

		Partnering Board of Trustees (if applicable)	Date
--	--	--	------

**By the signatures above, the institution(s) certify agreement to post-award monitoring and evaluation. In addition, the institutions agree to the provision of relevant performance data, and to the provision of required reports. For Lead Institutions submitting collaborative applications, the reports must include reporting on all Partnering Institutions.**

**I. Program Description**

- A. Briefly describe the middle school teacher retention program under consideration, such as in-service opportunities or professional training options, including (a) concentrations, tracks, or specializations; and (b) total number of credit hours. If this application involves multiple institutions, indicate which institutions and the manner in which they will be involved. Indicate whether this application is for building a new degree program by a single institution, expanding an existing degree program by a single institution, or a cooperative agreement between partner institutions. If any new degree programs must be created to fully implement the application, provide a timeline for achieving all necessary institutional and state-level approvals. Also provide a timeline for achieving any required approval by accrediting agencies.**

Insert response here.

- B. Identify any industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 that are currently or will be associated with the new or expanded program.**

Insert response here.

- C. Identify practicum, internship or other opportunities; paid or unpaid that combine classroom study with work experience directly related the program that allows students to apply classroom theory in a practical world setting.**

Insert response here.

- D. Identify any collaborative partnerships with business and industry to provide instruction and/or research in a realistic work environment.**

Insert response here.

- E. Identify any established or planned educational sites at which the program is expected to be offered. Be sure to indicate whether the program will be offered *only* at sites other than the main campus. If the program will be offered at any new educational sites, include a timeline for seeking appropriate institutional, state-level, and accrediting agency approvals.**

Insert response here.

- F. Describe any curricular and/or delivery innovations that will speed up degree production, including the use of any online coursework. Provide an indication of when the first additional program majors will have graduated from the time they enter the program.**

Insert response here.

**G. Describe specific partnerships and collaborations with other institutions.**

Insert response here.

**II. Enrollments and Degrees**

**A. Provide a narrative to contextualize the required data for the Targeted Program Area, as detailed in Table 1a through 1d in Appendix G.**

**Also, if applicable, please describe the extent to which prospective graduates may be place-bound or, conversely, the extent to which they are expected to move to other parts of Florida. If students are expected to move to other parts of Florida to get jobs after graduation, describe the marketing materials and other efforts that will be made to ensure that students are aware of the need to relocate and may be provided assistance with making contact with employers in the target area.**

Insert response here.

**B. Describe the estimated future impact of the program on reducing the gap in high-demand workers through the retention of middle school teachers as determined by the submission of expected outcomes should the application be funded as compared to projected outcome determined utilizing the prescribed methodology.**

Insert response here.

**III. Access and Articulation**

**A. N/A**

Insert response here.

**IV. Related Institutional Mission, Strength, and Program Quality Indicators**

**A. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, existing academic programs, and/or institutes and centers.**

Insert response here.

- B. Document any other indicators of quality to demonstrate the ability to carry out the proposed program(s).**

**V. Curriculum**

- A. Describe the specific expected student learning outcomes associated with the program.**

Insert response here.

- B. Describe the admission standards and requirements to complete the program.**

Insert response here.

- C. Describe the curricular framework for the program, including number of credit hours and composition of required core courses, restricted electives, and unrestricted electives. Identify the total numbers of semester credit hours or its equivalent necessary to complete the program.**

Insert response here.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Insert response here.

- E. Discuss how any employer/industry-driven competencies and industry certifications were identified and incorporated into the curriculum. Also indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Insert response here.

- F. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).**

Insert response here.

**VI. Faculty Participation**

- A. For each institution, separately identify the number of existing ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new ranked faculty who will participate in the proposed program through Year 5.**

Insert response here.

- B. For each institution, separately identify the number of existing unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5.**

Insert response here.

**VII. Non-Faculty Resources**

- A. Describe existing classroom, teaching laboratory, research laboratory, office, and other space currently available to support the new/expanded program through Year 5. Describe any additional classroom, teaching laboratory, research laboratory, office, and other space needed to expand/build the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- B. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements. Describe any additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. These costs should be reflected in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- C. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

**D. Describe currently available sites for placements. Describe plans to seek additional sites in Years 1 through 5.**

Insert response here.

**E. Other: Please provide any additional information the reviewers should know.**

Insert response here.

**F. Feel free to append any letters of support/commitment that target the sustainability of the program.**

Appendix F. Timeline and Target Dates

Due Date (subject to change)	Activity
<b>November 21, 2013</b>	Final report approved by Board of Governors, including SGA application form and process for evaluating SGAs and awarding grant dollars
<b>November 25, 2013</b>	Distribute SGA to higher education systems and solicit applications
<b>February 3, 2014</b>	SGA applications due
<b>February 4 – March 3, 2014</b>	<p>Application Review Committee meets and begins evaluation</p> <ul style="list-style-type: none"> <li>➤ Review Committee to be composed of Senior Policy Work Group members, or an approved replacement.</li> <li>➤ Review Committee members are to participate in all meetings. No substitutes.</li> <li>➤ Board of Governors staff responsible for monitoring the awards and evaluation of the programs are to attend all Review Committee meetings.</li> <li>➤ A small number of awards, between 4 and 6, are to be granted.</li> <li>➤</li> </ul>
<b>March 4, 2014</b>	<i>2014 Legislative Session Begins</i>
<b>March 3 - 7, 2014</b>	Access & Attainment Commission meets to consider staff recommendations on SGA awards and to recommend funding to the Board of Governors
<b>March 19-20, 2014</b>	Review of Commission recommendations and approval of grant awards at Board of Governors meeting at FSU, Tallahassee
<b>By May 15, 2014</b>	Grant funds for all 4 quarters 2013-14 distributed to institutions. Because the 2013 Legislature appropriated the funds, monies are to be held until the awards are announced.
<b>July 1, 2014 – June 30, 2015</b>	Pending legislative action, a second grant program will be administered.
<b>January 10, 2015</b>	<p>First report due to Evaluation Committee</p> <ul style="list-style-type: none"> <li>➤ Evaluation Committee to be composed of at least 2 Board of Governors staff and at least one senior policy staff person from workforce/business. Up to 4 evaluation team members may be designated.</li> <li>➤ Evaluation Committee will report progress on program implementation to the Access and Attainment Commission.</li> <li>➤ Evaluation Committee will also provide a progress report to the Academic and Student Affairs Committee of the Board of Governors at the January 2015 Board meeting.</li> </ul>
<b>February 3-21, 2015</b>	Access & Attainment Commission convenes via teleconference call to consider progress on implementation of gap analysis programs, to consider staff comments, and to make any recommendations.
<b>March – April, 2015</b>	Report to the Legislature (Update and next steps, including the possibility of future funding; maintenance or expansion of program)
<b>July 10, 2015</b>	<p>First year progress report due to Evaluation Committee.</p> <ul style="list-style-type: none"> <li>➤ Evaluation Committee will identify any concerns and work with the institution(s) to resolve them.</li> <li>➤ Board staff will provide an update to the Board’s Academic and Student Affairs Committee at the September Board of Governors’ meeting.</li> </ul>

<b>August 2015</b>	Access and Attainment Commission convenes to evaluate progress, make any recommendations for improvement
<b>January 10, 2016</b>	<p>Second year, mid-progress report due to Evaluation Committee.</p> <ul style="list-style-type: none"> <li>➤ Evaluation Committee will report progress on program implementation to the Access and Attainment Commission.</li> <li>➤ Evaluation Committee will also provide a progress report to the Academic and Student Affairs Committee of the Board of Governors at the January 2014 Board meeting.</li> </ul>
<b>Mid-February 2016</b>	Access and Attainment Commission convenes to consider progress on implementation of gap analysis, to review staff comments and make any further recommendations
<b>July 10, 2016</b>	<p>Second year progress report due to Evaluation Committee</p> <ul style="list-style-type: none"> <li>➤ Evaluation Committee will identify any concerns and work with the institution(s) to resolve them.</li> <li>➤ Board staff will provide an update to the Board's Academic and Student Affairs Committee at the September Board of Governors' meeting.</li> <li>➤ Board staff will work with institutions to prepare any materials required for an audit of the program(s).</li> <li>➤ Among the important indicators of the success of the programs, institutions must document sustainability of the programs, numbers of students enrolled, completed and their post-college outcomes one year after the program.</li> </ul>
<b>By August 2016</b>	Access and Attainment Commission meets to review 2 <sup>nd</sup> year progress reports and sustainability and success of programs going forward.
<b>January 15, 2017</b>	Report of the gap analysis program is presented to the Commission, followed by the Board of Governors for review and approval. Upon approval by both bodies, the report is forwarded to the Legislature for the 2017 session.

Appendix G. Scoring Criteria

Following criteria established in legislation during the 2013 session, the scoring system below will be used to evaluate applications and determine awards:

<b>Applicant Title:</b>			
<b>Name of Lead Institution:</b>			
<b>Board of Governors Assigned Application Number</b>	<b>TEAm2013-__</b>	<b>Reviewer Code Number</b>	<b>TEAm2013-__</b>

Criteria	Application Section Reference	Points					Total Earned/Possible
		Insufficiently meets criteria	Minimally meets criteria	Earned Meets most criteria	Meets all criteria	Meets and exceeds criteria	
<b>Program Growth:</b> 25 points will be awarded for criteria which relate to the projected number of new graduates who will earn degrees in the targeted program:							
<ul style="list-style-type: none"> <li>Applicant provides required data on growth in enrollments, completions, and completer outcomes.</li> </ul>	II.A, IV.B	1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Feasibility of application, given information provided</li> </ul>	I.A, I.E, III.A, IV.A, V.B, V.F	1	2	3	4	5	__/10
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>The application promotes the use of innovative curriculum and/or course delivery to speed up the production of a high demand workforce.</li> </ul>	I.F, VI.F, V.C	1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Return on investment (total expected completers produced over all years over total program dollars).</li> </ul>		1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<b>Subtotal: Program Growth</b>							<b>__/25</b>

Criteria	Application Section Reference	Points					Total Earned/Possible
				Earned			
		Insufficiently meets criteria	Minimally meets criteria	Meets most criteria	Meets all criteria	Meets and exceeds criteria	
<b>Student Success:</b> Criteria which relate to increasing the probability that graduates who have earned degrees in the targeted programs will be employed in the occupations identified in the supply/demand gap analysis, including but not limited to:							
<ul style="list-style-type: none"> <li>Incorporation of industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 in a related field prior to graduation</li> </ul>	I.B, V.E	1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Program impact, the difference between expected and projected data, suggests the potential to substantially reduce the gap in high demand workers.</li> </ul>	II.B	1	2	3	4	5	__/10
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Program is designed to facilitate learning</li> </ul>	V.C, V.D	1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Incorporation of placement or partnerships with business an industry that allow students to apply classroom theory in a practical work setting</li> </ul>	I.C, I.D, VII.D, VIII.D	1	2	3	4	5	__/5
<i>Reviewer comments:</i>							
<b>Subtotal: Student Success</b>							__/25

Criteria	Application Section Reference	Points					Total Earned/Possible
				Earned			
		Insufficiently meets criteria	Minimally meets criteria	Meets most criteria	Meets all criteria	Meets and exceeds criteria	
<b>Sustainability:</b> Criteria which relate to evidence that the application can be implemented with quality by the state university or consortium of institutions that include a state university:							
<ul style="list-style-type: none"> <li>Evidence of partnerships between institutions or other educationally-based entities</li> </ul>	I.G, IV.A	2	4	6	8	10	___/10
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>An ability to build upon existing capacity and resources of the institution(s) or partnering local or regional entities.</li> </ul>	V.A	1	2	3	4	5	___/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Documented past record of student success, to include completion rates and other appropriate measures in existing and/or related programs as well as for the institution as a whole.</li> </ul>	II.C, V.B, V.C	1	2	3	4	5	___/5
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Demonstration of long-term self-sufficiency of the Targeted Program(s) (i.e. demonstration of ability to support the program after award dollars have been expended during the two-year grant period, including tuition dollars).</li> </ul>	VII.A, VII.B, VII.C	4	8	12	16	20	___/20
<i>Reviewer comments:</i>							
<ul style="list-style-type: none"> <li>Evidence of faculty participation</li> </ul>	VI.A, VI.B	2	4	6	8	10	___/10
<i>Reviewer comments:</i>							
<b>Subtotal: Sustainability</b>							___/50
<b>TOTAL</b>							___/100