

**State University System of Florida  
Florida Initiative for Global Education  
Phase I: First Generation Study Abroad Program  
2009-2010 Budget**

**Total Budget Need: \$1,200,000**

**A cohort of up to three hundred first generation college students will be awarded \$3,500 - \$5,000 each to study abroad while earning college credit.**

A multi-year Florida Initiative for Global Education (FIGE) is proposed to address the transition needed for Florida's students to meet the challenges and opportunities of a global economy. The State University System, in collaboration with Florida's international business community, will create partnerships to (a) better prepare SUS students for globalization, (b) expose other parts of the world to business opportunities in Florida's green Innovation Economy, and (c) forge more creative working ties between Florida's universities and the corporate sector.

The First Generation Study Abroad Program constitutes Phase I<sup>1</sup> of the FIGE, because there is no more efficient initial investment than to create a cohort of student ambassadors. FIGE will provide a means to utilize Florida's existing higher education infrastructure to ensure access to study abroad opportunities for students from families in which no one has earned a baccalaureate degree or higher. The goal is to develop global awareness and economic competitiveness in a cohort of up to 300 students who would otherwise be unlikely to experience study abroad. A study abroad credit-earning experience can be created for broad student participation even in times of economic challenge. Research clearly indicates greater persistence, academic performance, and completion rates among students who have studied abroad.

Deliverables include:

1. Participation for up to 300 students who would otherwise not be able to study abroad and earn college credit towards degree completion.
2. Identification of existing intensive study abroad credit-bearing courses in language, area studies, humanities, sociology, anthropology, or cultural diversity for summer 2010 enrollment.
3. Collection of data relevant to participating students including courses taken, performance, and a standardized report from each student characterizing the student's experience of studying abroad.

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<sup>1</sup> Phase II will focus on SUS collaborative coordination and development of foreign language instruction for credit and non-credit applications. The budget request for Phase II (FY 2010-2011) will be of similar magnitude to Phase I of this initiative.

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In addition to implementing this program during the first year, further coordination will be required to plan subsequent phases of the initiative. Approximately \$150,000 is estimated for statewide pilot administrative activities during Phase I and planning for Phase II. The remaining \$1,050,000 will be for direct student support.