ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES

Coalition of
Urban Serving Universities

Request for Proposal

Collaborative Opportunity Grant (COG)
Seeding Innovation to Deliver
21st Century Skills

Cohort 1- Disrupting Structures for 21st Century Skills

Issue Date: 10/6/2020

Deadline: 11/6/2020

Section I—Project Overview

1.1 About APLU and USU

APLU is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 246 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 5.0 million undergraduates and 1.3 million graduate students, award 1.3 million degrees, employ 1.3 million faculty and staff, and conduct $49.3 billion in university-based research.

The Coalition of Urban Serving Universities (USU) is a president-led network of public, urban-based research universities dedicated to enhancing urban university engagement to increase prosperity and opportunity in the nation's cities, and to tackling key urban challenges. The Coalition includes 38 urban research universities. The USU agenda focuses on creating a competitive workforce, building strong communities, and improving the health of a diverse population. USU partners with Association of Public and Land-grant Universities (APLU) to oversee a joint Office of Urban Initiatives.

1.2 Program Purpose

MSDF-supported Collaborative Opportunity Grants (COG) are designed to support emerging and/or innovative university-community partnerships that transform institutional practices, programs, policies, and culture to improve 21st Century skills delivery, acquisition and transferability to the workforce, with a particular interest in low-income, first time in college (FTIC) , and transfer students*. COG grants will focus on one of three focus areas: Disrupting Structures for 21st Century Skills, Prototyping a 21st Century Curriculum, and Charting 21st Century Pathway Partnerships.

The principal goals for participating institutions are to:
1) Identify and move equity-based innovations that address 21st Century Skills development from niche areas on campus and/or pilot stages, to scale internally and eventually externally;
2) Increase the adaptation of innovative approaches that more effectively connect learning (e.g., curriculum, experiences) to workforce needs; and
3) Create and fortify partnerships that bring new resources and support necessary changes that sustain and scale innovation.

Overall the project will support 12 urban universities, in three cohorts of four institutions each. Each cohort will have a separate RPF process, to be launched October 2020, May 2021, and October 2021. Awarded projects must align with the investment area associated with the indicated RFP in order to be eligible for funding (See Section 2.2).

*USU understands the populations urban universities serve are inclusive of adult, transfer and FTIC learners. MSDF required that this COG focus specifically on low income students via the college-to-career pipeline. As a result, projects that address the career-to-college pipeline, while of equal importance, is out of the scope of this project. USU hopes to address that pipeline in a future COG cohort.

1.3 Problem & Urgency: Preparing the Workforce of Tomorrow

Higher education has long been hailed as a place to prepare learners for thriving futures through access to careers, advanced education, and social and financial mobility. Yet, a chasm exists between the value of a postsecondary degree and the prospects for gainful employment, calling into question whether this mobility is more aspirational than reality. According to a 2016 Pew Research poll, only 16 percent of Americans believe a four-year degree prepares students very well for a profitable job and just over half consider a four-year degree as only adequately preparing learners for a well-paying career.

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21st Century Skills

21st Century skills are competencies needed to thrive in today's workforce. In addition to well documented needs such as critical thinking and collaboration, 21st Century skills encompass new literacies and cognitive capacities such as: data, technology, and human literacy; systems thinking; entrepreneurship, and cultural agility.

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Due to higher education's reluctance to address barriers associated with skill development, transferability, equity, and cost, innovations have developed outside of the higher education sector to address these priorities. The rise of disrupters (e.g LinkedIn Learning) means alternative and cost-sensitive opportunities for learners to gain a 21st Century skills edge compete with traditional university offerings. These advances challenge the rate at which universities must adapt and redesign services that offer students experiences and opportunities to improve 21st century skill acquisition, while containing costs. Furthermore systemic inequalities that impact low-income learners in particular are magnified; not all learners have the resources and time needed to access opportunities currently offered via traditional higher education approaches. Accordingly, these changes call to question the role and ability of universities to change and produce more 21st Century-ready talent.

To continue to deliver on their missions, universities must continuously transform in an age of swift change. The future of work requires new forms of working and reasoning, creating a higher demand for students to enter the workforce with 21st Century skills in hand. Drivers of change—accelerating technological advances, the COVID-19 pandemic, increased enrollment of low-income and minoritized students, calls for social and racial justice, demands from employers, and an unsustainable financial model—increasingly overlap in unpredictable and highly complex ways, which make change difficult to manage. Universities are tackling such pressures but in incremental and often small pieces—such as offering micro-credentials, embedding competency-based credentials into specific degree pathways, or developing new partnerships with employers to offer apprenticeships or on-the-job credit-backed credentials. While these emerging examples are promising, such institutional efforts are often ad hoc and require more strategic and systemic oversight to sustain and importantly evolve.

Given the populations served and location, USUs present an opportunity to solve for the problems identified above. USUs have historically been a place of broad or open access. More than 70 percent of students enrolled at USUs are low-income and between the ages of 15 and 23. Additionally, more than half of these students are from a racial/ethnic minoritized group.

For this call for proposals, we are particularly interested in identifying USU and community partnerships that seek **to strengthen the next generation of talent, particularly low-income students, while also improving the rate at which universities transform**. Proposed projects should move beyond traditional

boundaries of what has been possible to support 21st Century skill development. Further, the partnership must demonstrate the interconnected relationship the university and partner(s) have with one another and within the greater urban ecosystem.

Three cohorts will address focus areas over the course of three years:

- **RFP/Cohort 1:** *Disrupting Structures for 21st Century Skills*
- **RFP/Cohort 2:** *Prototyping a 21st Century Curriculum*
- **RFP/Cohort 3:** *Charting 21st Century Pathway Partnerships*

1.4 Process for Participation

This RFP is concerning Cohort One only. RFPs for other cohorts will be released in 2021. The process for participation is as follows: (1) institutions will submit proposals according to this RFP's guidelines; (2) a national review committee including, but not limited to, representatives from philanthropy, higher education, urban issues, organizational transformation, workforce, and student success will narrow the pool; and, (3) a subset of the expert committee will conduct follow-up reviews as needed. Selection criteria will include: (a) partner statement (b) identity; (c) alignment; (d) collaboration; (e) innovation; (f) sustainability; and (g) project outcomes and performance metrics for students and communities.

We expect for partnerships to already be in place at the time of application. **This grant is designed to provide modest, seed funding to support pilot project or to help efforts reach the next level in their execution and plans for scale.** Additionally, participation in this program will require direct engagement of the partners. As such, please review the detailed application questions below in which one field is reserved for the partnering organization(s) response(s).

1.5 Program Design

Grants in Cohort 1 will be awarded to collaborative projects that demonstrate promise at implementing innovations focusing on ***Disrupting Structures for 21st Century Skills*** (*See* Section 2.2). Institutions will receive up to $50,000 to support promising and innovative partnerships and projects that work to remove and reimagine the traditional boundaries between the university and the workforce, to improve 21st Century skill acquisition and student success outcomes. The partnership should demonstrate strong alignment (both among partner-identified goals, and local and regional workforce needs), and collaboration that will result in a dramatic improvement in the ability of students to obtain critical skills needed for the local workforce. **Award decisions will be made no later than by the end of December 2020. A total of 4 awards are available.** Conditions for awards follow:

The proposed project/initiative must demonstrate evidence of a collaboration with a *non-educational, non-traditional partner* (see Box 1 below) in which meaningful institutional change is supported and aligned with both student success and skill acquisition.

Box 1: Non-education, Non-traditional Partnerships

> **What is a non-traditional partner?**
> All proposed projects must engage an external organization that is not historically included in university programming and/or projects. These organizations should offer services and/or additional capacity to better address barriers associated with delivery of 21st Century skills. Examples include but are not limited to:
> - Employers
> - Non-profit organizations
> - Technology providers
> - Licensing bodies
> - Labor unions
> - Local and regional government
>
> The partnership must demonstrate evidence of working together (e.g., shared governance, responsibility, financing across partners) and proposed activities must be mutually reinforcing (e.g., aligned with a common agenda and/or goals). Further, the nature and design of the partnership should break down divisions and span boundaries—internally and externally. Success metrics should include those that demonstrate skill acquisition, student success, and where relevant, community impact.

Upon award receipt, grantees will be required to submit evidence related to outcomes, an interim, and a final report throughout the duration of the award. APLU and USU will provide technical assistance to grantees through work-based meetings and other mediums (e.g., virtual) to foster peer learning and network engagement. Technical assistance will include best practice implementation around understanding initiative cost and return on investment, and communication strategies to support change. Assistance will also include a research-based Implementation Climate & Culture Scan tool and process which helps leaders improve the quality and accelerate the pace of ambitious student-success work including:

- Assess readiness for large-scale change;
- Identify leading opportunities for accelerating progress on key priorities ;
- Unearth and plan for the mitigation of potential pitfalls & derailers ;
- Sequence strategic communications and faculty & staff engagement activities.

Questions? If you are unsure about any of the conditions above, please contact us (*SEE* Section 3.3, pg. 11).

General Timeline

Year 2020-2022
October 2020: RFP release, letter of intent submissions, and proposal submissions
November 2020: Proposal, review, and award decisions
December 2020: Award announcement and signed grant agreements
January 2021: Cohort Launch
March 2021: Virtual Convening
March – August 2021: Ongoing technical assistance
September 2021: Convening 2
February 2022 – Data reports due

March 2022 – Convening 3
note, due to COVID-19 travel restrictions at APLU, and many universities, we will revisit whether Convenings 2 & 3 will be in person or virtual.

Section II—Eligibility & Investment Areas

2.1 Eligibility & Selection Criteria

Eligibility: Applying institutions must be a USU member. Additionally, **an institution may only submit one proposal per cohort, and can not be a grantee in multiple cohorts simultaneously. Institutions that are awarded under Cohort 1 <u>are not</u> eligible to apply for subsequent cohorts. Institutions that are not awarded under Cohort 1 <u>are</u> eligible to apply for subsequent cohorts. Institutions that are not awarded under Cohorts 1 or 2 <u>are</u> eligible to apply for Cohort 3.**

- Example: University A applies for Cohort 1, but is not accepted. They are eligible to apply for Cohort 2. University A applies for Cohort 2 and is accepted. They are not eligible to apply for Cohort 3.

Key Elements: Applicants must demonstrate evidence of the following key elements in their transformative collaborative project/initiative:

A. **Identity:** The proposed project is uniquely urban-serving and embodies institution qualities to better serve both local workforce *and* student success needs. The project must clearly articulate how efforts work to expand the institution's role and presence in the urban ecosystem to result in improved student success measures (e.g., retention, completion) and 21st Century skill delivery and acquisition (e.g. assessment results, certificates earned, job placement).

B. **Alignment:** The proposed project aligns with the institution's expressed 21st Century workforce goals and priorities. The project should identify how outcomes and success measures align with institutional accountability measures and the partnering organization's goals and initiatives. Additionally, the proposed project should demonstrate promise for addressing and mitigating labor market needs identified as a priority/high demand in their local cities/regions.

C. **Collaboration:** The institution has engagement, capacity, and support for innovation and institutional change at all levels and across collaborating partners. Collaboration must be both internal and external. Internally, the project team spans across departments and division (e.g., academic affairs, student affairs, financial aid, college/schools, advising, IT, etc.) and is well-positioned to carry out the proposed tasks within the proposed budget and timeframe. Externally, the collaboration demonstrates a high level of shared responsibility, authority, and accountability across all parties. The relationship also demonstrates evidence of strengthening the urban ecosystem as aligned to the institution's goals.

D. **Innovation:** The project or practice presents an emerging approach to improving educational opportunity and outcomes for all students (with a particular emphasis on low-income students), and providing value to other institutions. The proposed project/initiative builds off and adds value to

existing structures and integrates prior learning from previous attempts or failure. The project should demonstrate potential to push traditional theories, practices, and strategies related to student success and the workforce. The proposed project must also demonstrate potential to scale to the broader higher education sector and inform the urban ecosystem. *For additional clarity on what is meant by innovation, please refer to Box 2 below.*

What is innovation?

Innovation is the execution of new ideas, processes, services, partnerships, and/or products that work to transform existing structures, campus/community culture, and the higher education sector for equitable outcomes.

This initiative will invest in innovations that demonstrate the following elements:

- **Equity-based:** Evidenced in the design of the project should be an understanding of the pain points and assets of the target population. The project should specifically address these concerns, detailing how it aims to reduce inequitable outcomes.
- **Entrepreneurial:** The project assumes a level of financial risk new to the university that leverages costs and has potential for high rewards in terms of student success.
- **Prior learning:** Failure is a necessary part of innovation. The project will cite specific instances in which change occurred as a result of both desired and undesired outcomes.
- **Student-centric:** The project is oriented towards the student perspective and experience.
- **Iterative:** The project employs an iterative implementation process. Different stages of the innovative project are evaluated and improved upon on an ongoing basis.
- **Adaptable:** The project includes specific practices and strategies that may be replicated or scaled at other institutions.
- **Community-impactful**: The project addresses the needs of the local labor market, and its impact is beneficial to student, university, and city/community stakeholders.

The proposed innovation may be in a pilot phase and/or is ready to begin some form of broader implementation and scale. The innovation should also leverage the expertise and strengths of a diverse pool of individuals, offices, and organizations.

E. **Sustainability:** The project or initiative demonstrates the capacity to institutionalize and sustain beyond the grant period. This piece considers how the project/initiative is both internally and externally sustained by leveraging and/or changing specific institutional capacities (e.g., changes to practices and policies such as hiring, staffing, structural reorganization, business models, etc.). As such, proposals should demonstrate some measure of understanding on project cost as related to potential or expected returns (both financial and social) to the institution and community that allows for greater sustainability.

F. **Project Outcomes & Metrics:** The project or initiative has a clear assessment plan that includes metrics aligned with student success and specific indicators of student acquisition of 21st Century skills. The plan should include a consideration of both standard metrics (e.g., retention, credit accrual, completion, etc.) and project-specific measures to determine success (e.g., skill assessment scores, number of badges obtained, employer feedback/evaluation). Additionally, specific mechanisms and

practices are described that will be used to identify, track, and interpret data. This should include either or both quantitative and qualitative approaches to assessing project outcomes.

2.2 Investment Areas

Institutions must align the proposed project/initiative with one of the following investment areas. If you are unsure how your project fits within one or more of the areas, please contact us.

Investment Area/Cohort 1: Disrupting Structures for 21st Century Skills (Current RFP – OPEN)

This call will explore examples of innovations that blur the operational lines across academic, career, student services, and/or the community (e.g., employers). Innovations must directly engage with external partners (e.g., industry associations, employers, AI/technology vendors) to disrupt functional and/or organizational structures in order to enable greater 21st Century skill development/acquisition and career placement for low income, FTIC, and transfer students.

Investment Area/Cohort 2: Prototyping a 21st Century Curriculum (RFP NOT YET OPEN. Description for informational purposes only)

This call will support learner-centered innovations and associated tools that catalyze academic units and faculty to create bold curricular changes such as modularizing curriculum to integrate experiential learning, certificates, or credentials. The focus of this might include pedagogical innovations, digital strategies to enhance learning, and faculty engagement. Prototypes must demonstrate an ability to scale either within campus or within the community.

Investment Area/Cohort 3: Charting 21st Century Pathway Partnerships (RFP NOT YET OPEN. Description for informational purposes only)

This call will support innovative partnerships across a learner's entire pathway (K-12, higher ed, industry) recognizing that the pathway is not always linear. The focus of this may include credential sharing across partner institutions; competency-based education (focused on ensuring credit and credentials are transferable, and stackable to a given pathway; and, upskilling programs with local employers that deploy tuition remission and experiential learning.

What will NOT be funded?
- Stipends for faculty*
- Professional association membership dues/fees
- Job/career fairs
- Endowments or similar funds
- Scholarships and other forms of direct aid to students
- Text books and/or related course materials
- Internships/apprenticeships salaries/stipends
- Fundraising events
- Capital costs

*Stipends refer to any supplemental funding beyond salary. Course releases and summer support are allowable.

Section III—Submission of Proposals

3.1 Letter of Intent (LOI)
A Letter of Intent (LOI) from each interested USU institution must be submitted no later than 5pm (EST) on October 23, 2020. The LOI should state your intent to respond by the proposal deadline. Letters of intent must not exceed one page and should include the following information:
- Name of applicant institution
- Name of project director/coordinator, including phone number and email address
- Identification of collaborating organization(s)

3.2 Proposal Narrative & Selection Criteria
In its proposal, each applicant should address each selection criteria by answering fully each section below. Applicants must identify how the proposed project is innovative in "Disrupting Structures for 21st Century Skills."

Below are questions applicants are required to respond to and complete. Please note that there is one field that is required for the partner organization(s) to complete. If there is more than one organization, than multiple responses are required. Please contact us if you have any questions.

A. Partner Statement
Partner organization(s) must submit a one-page summary that addresses the following:
- Structure/barrier/problem(s) being addressed
- Why this partnership is necessary for the local/regional labor market
- Specific objectives and outcomes they have for the project which include student outcomes

B. Identity (300 words max)
Urban-Serving: Explain how the proposed project is uniquely urban-serving and embodies 'anchor' institution qualities.
- How does this partnership reflect the needs of your students and local workforce needs?
- What about this partnership will strengthen the university-labor market ecosystem in your city?
- How will this partnership expand the university's role as an 'anchor' institution?

C. Alignment, Commitment, & Potential for Change (600 words max)
Significance: Discuss the university's overall commitment to increasing student access, retention, and success. In your response, please address the following:
- How are you using 21st Century skills acquisition to transform student success? How do project goals align with and/or build on institutional student success goals?
- How do project goals align with local workforce needs?
- How will this project address 21st Century skills acquisition using an equity lens?

- How will this project center on the needs and assets of low-income students?
- How do, or will, efforts lead to functional changes across the institution and collaborating partner(s)?
  - How may offices, departments, and divisions operate differently? How may data and/or technology use change at the institution and/or collaborating partner(s) as a result of this project?

D. Collaboration & Capacity (500 words max)

Project Design: Describe the overall design to include management structure, timeline, and key personnel and time commitment involved in the project's implementation.
- What specific mechanisms will be considered and deployed for decision-making? Describe how the project design, staffing, and financing will align both internal and external collaborations.
- What overall strategic communication strategy will be created that will establish formal and informal communication channels among key stakeholders at both the university *and* within the urban community?

Engagement & Buy-In: Provide evidence that there is a collective will or agreement among key stakeholders to participate and ensure the project's success.
- What existing or emerging mechanisms (e.g., agendas, initiatives, etc.) are in place to foster strong collaboration and buy-in from key stakeholders, and build new champions and networks?
- What role will students play in the project/initiative?
- What role will select urban stakeholders and/or relationships play in the project/initiative to support its implementation and potential growth?

E. Innovation to Address Student Needs (300 words max)

Scope & Originality: Describe the innovation(s) that are the focus of the project. In the description, please provide a short narrative of the innovation's lifecycle to date, including the design and implementation, barriers encountered and solutions, and some evidence of promising student success outcomes.
- How is this project pushing boundaries around higher education's understanding of student success and 21st Century skills delivery?
- How is the project changing policies, processes, and organizational structures at your institution and within your urban community?
- How is this project identifying, and dismantling institutional barriers that contribute to differential outcomes for low-income students?
- How is the project building out an emerging or new approach to supporting 21st Century skills?

Elements: Describe how the innovation aligns with the identified innovation elements (*SEE* Box 2, pg. 7). How does the project:
- Assume an entrepreneurial approach in leveraging costs and potentially producing high rewards
- Integrate lessons learned from previous implementation efforts
- Include target population students and/or the student perspective into planning and implementation;
- Include community or community perspective into planning and implementation;
- Exhibit an iterative approach that builds off and/or adds value to existing structures; and
- Is this project or associated strategies adaptable to other places?

F. Sustainability (300 words max)

Institutionalization: Explain how the institution plans to finance, sustain, and institutionalize the proposed project/initiative past grant terms.

- What key infrastructure costs such as human capital, data, and resource development will be identified and deployed to sustain and institutionalize the project/initiative?
- What other leveraged resources from strategic partners will be identified?
- What roles and responsibilities will key partners play in sustainability efforts?

Impact: Define the intended and potential impact of the project on student, institutional, and workforce outcomes.

- How will impact be measured, documented, and tracked?
- How will impact be communicated to students, the institution, and external stakeholders?

G. Project Outcomes & Performance Metrics (300 words max)

Outcomes/Assessment: Please describe your assessment approach. More specifically, identify the population(s) you are targeting as well as any standard metrics or alternative measures that will be used to determine project success.

- How will project results be identified, collected, and tracked? Include quantitative and qualitative measures.
- What additional data points or outcomes will be monitored in addition to select key performance indicators to be reported throughout the grant (e.g., number of students served, retention, etc.)?

3.3 Point of Contact

Christel Perkins, Ed.D.
Deputy Executive Director, Office of Urban Initiatives
Association of Public and Land-grant Universities (APLU)/Coalition of Urban Serving Universities (USU)
1307 New York Ave, NW, Suite 400
Washington, DC 20005
Email: cperkins@aplu.org

3.4 Proposal Delivery

One electronic copy (e.g. PDF or Word) should be emailed to the contact above.

3.5 Proposal Timeline

Interested respondents must submit a proposal no later than **5pm (EST)** on **November 6, 2020**. APLU/USU reserve the right to not consider proposals received after this time.

The anticipated timeline is as follows:

RFP release:	October 6, 2020
Optional information session (general questions):	October 16, 2020
Letter of Intent (LOI) due:	October 23, 2020
Proposals due:	November 6, 2020
Selections announced:	December 2020

3.6 Proposal Format

Proposals should be no longer than 5-8 single-spaced pages (excluding CVs, budget information, and data submission). The submission package must include:

- Cover Page (see 4.1)
- Executive Summary (1 page maximum, 12 point font)
- Proposal Narrative (see 3.2, please address each of the selection criterion)
  - Indicate which information contained in the proposal is confidential/proprietary
- Data Submission (see 4.5)
- Detailed Budget (see 4.6)
- Budget Narrative (see 4.7)
- Curriculum Vitae: Provide a CV for the project director/coordinator and key personnel who would participate in the program. **Individual CVs should not exceed 5 pages**.

Institutions may include addendums but the total must not exceed 10 pages.

3.7 Evaluation & Monitoring

Each site will be required to submit progress reports and participate in monthly meetings based on a schedule provided upon award receipt. The APLU/USU director may schedule site visits over the course of the grant to meet with stakeholders and monitor progress as needed.

3.8 Follow-up/Additional Evidence

APLU/USU may require a teleconference with the institution in the final stages of the selection process. APLU/USU may also request additional evidence on any of the responses provided in the proposal.

3.9 Revision of the RFP

The right is reserved, as the interests of APLU/USU may demand, to revise this RFP prior to the date set for receiving proposals. Such revisions, if any, will be announced by amendment to this solicitation. Copies of such amendments, as maybe issued, will be furnished to all institutions. If the revisions are of such a nature as to mandate material changes in information requested, the date set for receiving proposals may be postponed by such number of days as, in the opinion of APLU/USU, will enable the institutions to revise their proposals. In such cases, the amendment will include an announcement of the new date for receiving proposals.

3.10 Cancellation of the RFP

APLU/USU may cancel this RFP, in whole or in part, at any time before signing a contract. Issuance of this RFP creates no obligation on the part of APLU/USU to award a contract.

3.11 Costs of Proposal Preparation

APLU/USU will not pay any costs the institution may incur in responding to this RFP, including those associated with proposal preparation and demonstrations. APLU/USU assumes no liability for costs or damages incurred by the institution during or resulting from this RFP process.

3.12 Acceptance/Rejection of Proposals

APLU/USU reserves that right to accept/reject any and/or all proposals, in whole or in part, received as a result of this RFP or to negotiate separately with any sources whatsoever in any manner necessary to serve the best interests of the *Collaborative Opportunity Grant* initiative.

3.13 Proposal Opening

There will be no public opening of the proposals. Proposals will not be returned to the institutions.

3.14 Additional Terms

Participation in the RFP process is the institution's sole decision. Although APLU/USU intends to adhere to the process as stated herein, they reserve the right to modify the process, requirements, and/or timetable. The RFP should not be construed as a contract to purchase services, and APLU/USU shall not be obligated in any manner until a written agreement has been duly executed, prior to the commencement of any work. Receipt of proposal by APLU/USU will be considered acceptance of these terms and conditions.

Each institution represents and warrants that is available to participate in the collaborative awards program as outlined in the RFP in a professional manner and, furthermore, that is under no conflicting obligations that may interfere with its duties to APLU/USU because of work it may have undertaken with others if its proposal is accepted or that it has disclosed any potential conflicting obligations.

Section IV—Supporting Documents

4.1 Cover Sheet

See Attachment.

4.2 Presidential Commitment Letter

A one-page letter/statement of commitment to be signed by the President or Chancellor highlighting his/her/their commitment to the initiative.

4.3 Internal Institutional Commitment Letter

A one-page letter/statement of commitment signed by individuals representing specific institutional offices/divisions that will directly support project implementation. The letter should also detail the resources (financial; in kind) that will be committed to the project. This should be a single letter with a list of appropriate signatures.

4.4 Collaborating organization(s) Commitment Letter

A one-page letter/statement of commitment to be signed by identified collaborators/partner organizations. The letter should also detail the resources (financial; in kind) that will be committed to the project.

4.5 Data Submission

Proposals should demonstrate an ability to serve the target population in this grant—low income FTIC, and transfer students. The data sheet (see Attachment) is to be completed and included in the application package.

4.6 Budget Template

The budget template is to be completed and included in the application package. The template includes a tab summarizing project costs and a tab requesting itemized/detailed costs.

4.7 Budget Narrative

Please provide a one-page description of the budget and how funds will be dispersed.