



STATE OF UTAH
DEPARTMENT OF WORKFORCE SERVICES
REQUEST FOR GRANT APPLICATIONS (RFGA)

**UTAH CLUSTER ACCELERATION PARTNERSHIP
(UCAP)
FISCAL YEAR 2017**

*Funding Available
for
Public Post-Secondary Educational Institutions or Industry Trade Associations
Public School Districts, Individual Schools, or Charter Schools
and
Consortiums expanding or replicating the Utah Aerospace Pathways (UAP) Model*

Applications Due: May 19, 2016 at 5:00 PM

Applications must be submitted by email to dws_ucap@utah.gov

Questions requesting clarification or interpretation of any section of this RFGA should be directed to dws_ucap@utah.gov. The last day questions will be accepted is Friday, May 13, 2016. Questions and answers will be posted on the DWS website at <http://jobs.utah.gov/edo/rfp.html> for all prospective applicants to view. Final questions will be posted by Friday, May 16, 2016.

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ATTACHMENTS POSTED ON WEBSITE

Attachment A - Department of Workforce Services Grant Terms and Conditions

Attachment B - Budget Form

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GENERAL INFORMATION

INTRODUCTION

THE UTAH CLUSTER ACCELERATION PARTNERSHIP (UCAP) is a collaborative partnership between:

- The Department of Workforce Services (DWS)
- The Utah System of Higher Education (USHE), and
- The Governor's Office of Economic Development (GOED)

This Grant will provide funding to:

- Public post-secondary educational institutions to develop, implement, or enhance educational programs responsive to regional and statewide industry needs.
- Industry Trade Associations located in Utah serving a state-designated industry cluster or regional economic need.
- Public school districts, individual schools, or charter schools to develop, implement, or enhance career pathway programs and connect them to post-secondary institutions. Funding may also be used to develop, implement, or enhance Science, Technology, Engineering, and Math (STEM) programs or STEM activities in the classroom. This may include Career and Technical Education (CTE) programs and Work-Based Learning (WBL) activities.
- Consortiums expanding or replicating the Utah Aerospace Pathways (UAP) Model. Eligible applicants will be identified and notified of eligibility.

Specifically, UCAP has been created to address the following four opportunities and concerns:

Goal #1 - Increase economic cluster connectivity and educational alignment

Goal #2 - Respond to industry-identified skill gaps

Goal #3 - Enhance the role of regional institutions in economic development

Goal #4 - Promote regional stewardship of grantees' contributions to workforce development

OVERVIEW

UCAP has been designed to strengthen collaboration between education, industry, and economic development in order to better respond to the needs of regional and statewide-designated clusters. UCAP has been a successful model for collaboration in cluster industries and has demonstrated success in developing new educational programs supporting industry growth.

The overarching goals for projects funded are to:

1. Increase the number of individuals who earn industry-recognized credentials enabling them to compete for employment in high-wage, in-demand, and emerging industries and occupations;
2. Develop career pathways with multiple entry and exit points for students along the post-secondary education continuum; and
3. Create systemic change that will last beyond the grant period by establishing partnerships, agreements, processes, and programs that better connect education, training, workforce, and employers to meet industry needs within the regional economy.

High-growth industries and occupations are those that:

1. Are projected to add substantial numbers of new jobs to the economy;
2. Are being transformed by technology and innovation requiring new skill sets for workers;
3. Are new and emerging businesses projected to grow; or
4. Have a significant impact on the economy overall or on the growth of other industries and occupations.

UCAP strongly encourages applicants to form a consortium of two or more eligible applicants working together to develop programs that will impact individuals across a region; the state; industry sector or cluster of related industries; and leverage their collective experience to expand and improve their ability to deliver education and career training programs. This may include developing and sharing courses that are available at a reasonable cost, offered during the day, at night, on weekends, and online. It may also include providing more workers with industry-recognized credentials that meet the needs of more employers in local or regional growth industries for skilled workers in the communities represented by the consortium. UCAP is particularly interested in consortium applications that include at least two eligible educational institutions working with multiple employers within a cluster.

PERIOD OF PERFORMANCE

The period of performance will begin with the date the project is approved by the UCAP Executive Board and will end **June 30, 2017**.

FUNDING

Total funding allocated for this Grant is \$3,525,250 (\$1,560,000 for the post-secondary/industry trade association track; \$1,000,000 for public school districts, individual schools, or charter schools; and \$965,250 for UAP expansion or replication). Funding limits are set by the UCAP Executive Board. As a general guideline, projects are limited to \$200,000 with a higher cap approved for consortium/regional partnerships upon approval by the UCAP Executive Board. Funding will be distributed on a reimbursement basis, with outcomes being reported by the grantee on a quarterly basis. Grant monies awarded are state funds and are not subject to Federal OMB Circular regulations. The funding source for these grant projects comes from the

Job Growth Fund and USA Funds. USA Funds will be used expand the UAP program to other schools and replicate the model into other STEM industries. If USA Funds are not available, proposals under this element will be reviewed for funding with the other UCAP proposals. **For projects awarded, all funds must be expended and purchases received by no later than June 30, 2017. Final invoices will be due no later than July 15, 2017.**

CONTRACTING AND MONITORING

DWS will be responsible for contract development, oversight, and monitoring for approved applications. DWS will monitor grantees to verify program outcomes and financial expenditures.

ALLOWABLE ACTIVITIES AND EXPENDITURES

Grantees are encouraged to implement more than one allowable activity as explained below.

- The development, enhancement, and implementation of career pathway programs
- Developing and/or delivering new curricula
- Developing and implementing articulation agreements with universities and other educational partners
- Designing contextualized learning, distance learning, and internship programs
- Incorporating STEM skills into education/training activities
- Accrediting employer- and/or industry-recognized credentials¹
- Designing interim and stackable credentials to accelerate and increase credential attainment or adjusting curricula into shorter pieces linked to both specific occupations and a post-secondary degree (this may also be known as “chunking”/modules)
- Developing adequate numbers of qualified instructors through train-the-trainer or other professional development activities

¹ Definition of Credential:

A credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. A variety of different public and private entities issue credentials. Below is a list of types of organizations and institutions that award industry-recognized credentials:

- o A State educational agency that administers vocational and technical education within a state
- o An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs (this includes USHE and UCAT institutions)
- o A recognized industry association or organization representing a sizeable portion of the industry sector for the program being offered. (<http://wdr.doleta.gov/directives/attach/TEGL15-10a2.pdf>)
- o Certificates awarded by workforce investment boards (WIBs) are not included in this definition, nor are work readiness certificates because neither of them document “measurable technical or occupational skills necessary to gain employment or advance within an occupation.”

- Teacher stipends to support program/curriculum and professional development or internships
- Performing other appropriate program development activities, such as using subject matter experts from industry, education, and other areas to assist in curriculum design
- Developing and implementing Registered Apprenticeship and pre-apprenticeship programs or collaboration with existing programs
- Purchasing classroom supplies and equipment (any single component more than \$5,000 with the useful life of longer than one year) and/or educational technologies that will contribute to the instructional purpose in education and training courses supported by the grant
- Implementing and/or enhancing the information technology infrastructure used to provide education and training and related activities
- Altering or renovating facilities used for education and training or related activities needed to expand the capacity of a program
- Activities to expand or improve entrepreneurship training if those activities provide training preparing participants for employment with an employer, such as with a consulting firm, start-up, or other business. For example, applicants could propose activities related to either “generalized” entrepreneurship training as a complement to skills-based credentials or “customized” entrepreneurship training designed for specific career pathways.
- Work Experience and Internships as a component of a program being developed or expanded. Work experience and internships are planned, structured learning experiences in a workplace setting for a limited period of time and may be paid or unpaid. Labor standards apply to any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act (FLSA), exists.
 - For a work experience or internship supporting training, applicants must describe how the work experience or internship is connected to and supports the education and training activities included in the grant. Grantees have flexibility in the design and implementation of work experience and internships, however they must meet the following parameters:
 - Provide an individual with monitored or supervised work or service experience in his or her expected career field where the individual has prescribed learning goals and reflects actively on what he or she is learning throughout the experience. These learning goals can include academic learning, career development, and skill development, or the attainment of credentials in the individual’s expected career field.
 - Are part of structured programs where the Grantee established the criteria for determining who will participate in these programs
 - Are for a set period of time

- Relate to training provided through the grant, and help participants prepare for the employment opportunities on which the grant focuses
- May or may not carry an offer of regular employment upon successful completion of the internship
- Enhance career development and Workforce Based Learning (WBL) activities: apprenticeships, career fairs, camps, competitions, work experiences, field trips, guest speakers, job shadows, school-based enterprises, student internships

ADDITIONAL RESOURCES FOR INFORMATION

Governor's 2020 Initiative:

<http://www.utah.gov/governor/priorities/education.html>

Governor's Office of Economic Development – Economic Clusters:

<http://business.utah.gov/industries>

Industry Competency Models and Career Clusters

<http://www.careeronestop.org/CompetencyModel>

APPLICATION & AWARD PROCESSES

TIMELINE

- **RFGA Release:** April 11, 2016
- **Pre-Proposal Orientation/Roll Out Meeting:** Tuesday, April 12, 2015, 10:30 am at the Natural History Museum of Utah (invitations have already been sent to all eligible applicants)
- **Additional Pre-Proposal Orientation Meetings:**
 - Monday, April 18, 2016, 10:30 am at the Provo DWS Employment Center – 1550 North Freedom Blvd, Downstairs Large Conference Room, Provo, UT.
 - Thursday, April 21, 2016, 1:30 pm – Please register at: <https://attendee.gotowebinar.com/register/5192426443582757378>
 - After registering, you will receive a confirmation email containing information about joining the webinar. Conference call number: 1-877-820-7831; Participant code: 490375.
- **Last Day for Questions:** Friday, May 13, 2016, at 5:00 PM. Questions and answers will be published by May 16, 2016 on the DWS website <http://jobs.utah.gov/edo/rfp.html>.
- **Applications Due: May 19, 2016, 5:00 PM.** Applications must be submitted in PDF format via email to the following email address: dws_ucap@utah.gov. Applications received after the deadline will not be considered.
- **Presentation Dates: June 7 & 8, 2016.** Selected applicants **MUST** be available for presentations.

- **Award Notification:** end of June 2016
- **Grant Agreement Development:** beginning July 1, 2016
- **Grant Agreements Terminate:** June 30, 2017

QUESTIONS

Questions requesting clarification or interpretation of any section of this RFGA should be directed to dws_ucap@utah.gov on or before Friday, May 13, 2016. Questions and answers will be posted by May, 16, 2016, on the DWS website at <http://jobs.utah.gov/edo/rfp.html> for all prospective applicants to view.

PRESENTATIONS

Applicants approved for the second phase of the selection process (see Evaluation and Award, below) are required to make a presentation to the Grant Evaluation Team. **Presentations are scheduled for Tuesday, June 7 and Wednesday, June 8, 2016.**

FORMATTING

Proposals must be formatted with Calibri 12 point font, 8.5 x 11 inch pages with one-inch margins. Page limits for the Abstract and Technical Proposal Narrative are specified below. **Pages and materials submitted beyond the page limits will be discarded and will not be reviewed.**

APPLICATION COMPONENTS

Proposals must include the following:

1. Abstract – Not to exceed two pages, single-spaced, single sided

The applicant must provide an abstract, which must not exceed two pages and must include the following information: (1) summary of the proposed project, including applicant name; (2) applicant type - Public post-secondary, Industry Trade Association and public school districts, individual schools, or charter schools; (3) targeted industry(ies) and occupations; (4) project title; (5) key partners; (6) post-secondary institution(s); (7) identification of the county or counties to be served; (8) projected outcomes; and (9) funding level requested.

2. Technical Proposal Narrative – Not to exceed 10 pages, single-spaced, single sided

The Technical Proposal must demonstrate the applicant's capability to implement the grant project in accordance with the provisions of this RFGA. The Technical Proposal is limited to 10 single-spaced, single-sided 8.5 x 11 inch pages, Calibri 12 point font and one-inch margins. Applicants should number the Technical Proposal beginning with page number 1. Pages and materials submitted beyond the 10 page limit will be discarded and will not be reviewed.

There are three Technical Proposal Narrative processes depending on applicant type: 1) Public Post-Secondary Educational Institutions, or Industry Trade Associations and 2) Public School Districts, Individual Schools or Charter Schools 3) Consortiums expanding or replicating the Utah Aerospace Pathways (UAP) Model. The processes are outlined in the following sections.

3. Letters of Commitment

Provide letters of commitment signed by the required partners, outlining the roles, responsibilities, and level of commitment of the partners as identified in the program design section of the technical narrative. Electronic signatures are permissible. Letters of commitment do not count toward page limits. Letters of support and form letters are not acceptable.

4. Grant Application Signature Sheet

Submit the appropriate signature sheet (see attachments), based on the type of application: 1) Public Post-Secondary Educational Institutions or Industry Trade Associations or 2) Public School Districts, Individual Schools and Charter Schools 3) UAP proposal submitter type will determine which signature sheet to use.

EVALUATION & AWARD

Upon submittal of completed proposal, the following will occur:

- The UCAP Grant Review Team will review and score proposals. Proposals must receive a score of 70 or higher to be considered by the UCAP Evaluation Committee. Applicants may be required to make a presentation.
- Once presentations are completed, the UCAP Evaluation Committee will rank proposals based on the following: Consensus Application Review Score; past UCAP project history and grant compliance; UCAP priorities; geographical location; community needs; and diversity of projects proposed.
- Recommendations will then be submitted to the UCAP Executive Board for final approval.

The UCAP Executive Board is comprised of the executive director for each agency and oversees the funding and operations of the UCAP program.

- The UCAP Executive Board is the sole board to provide approvals for UCAP grant funding.
- The UCAP Executive Board may decide to approve, approve with conditions, or deny applications.
- The UCAP Executive Board reserves the right to award grant funds equal to or less than the requested amounts.

Proposals will be scored based on the following criteria:

Public Post-Secondary Educational Institutions or Industry Trade Associations

- Program Design – 40 points
- Deliverables/Outcomes – 30 points
- Matching Funds – 10 points
- Budget – 10 points
- Timeline – 10 points
- Letters of Commitment – Included in Program Design Score must outline the roles, responsibilities, and level of commitment of the partners to be considered for the Grant
- Consortium Applicants – 15 bonus points possible, **must attach Consortium Agreement**

Public School Districts, Individual Schools and Charter Schools

- Program Design – 50 points
- Economic Environment of the School District – 10 points
- Deliverables/Outcomes – 20 points
- Budget – 10 points
- Timeline – 10 points
- Consortium Applicants – 15 Bonus points possible, **must attach Consortium Agreement**

UAP Expansion/Replication

- Program Design – 50
- Deliverables and Outcomes – 20
- Matching Funds – 10 points
- Budget – 10 points
- Timeline – 10 points

Applicants selected for an award will receive notification of conditional award. An award is conditional upon successful negotiation of the grant agreement. The selected applicant(s) will be required to submit all required documents stated in the letter of conditional award. Those documents will include:

- Copy of business license or articles of incorporation showing company officers; and
- Certificate of Insurance showing insurance requirements set forth in the Terms and Conditions (see attached).

INSTRUCTIONS FOR TECHNICAL PROPOSAL NARRATIVE

PUBLIC POST-SECONDARY EDUCATIONAL INSTITUTION OR INDUSTRY TRADE ASSOCIATION

- Public Post-Secondary Educational Institutions located in the State of Utah must work with the institutional president to identify sector/program priorities prior to application. The USHE president, or in the case of UCAT, Institution President in collaboration with Campus President, will approve project applications based on regional needs/priorities and identify the lead department or individual application submitter.
- Industry Trade Associations located in the state of Utah **must** work with a public post-secondary educational institution to support the identified industry sector(s) workforce development needs. Industry Trade Associations **must** consult state, regional, or local economic development agencies to understand the economic needs and the activities currently being performed to generate and retain existing jobs and stimulate economic growth.
- Proposals for programs may: a) prepare students for industry-recognized certificates in high-demand, high-wage occupations; these certificates must lead to higher earnings, greater mobility, and enhanced job security; program must be embedded into the requirements of an academic certificate or degree program; and/or b) prepare students for rigorous academic certificates or degrees in career-focused, high demand, high-wage occupations leading to higher earnings, greater mobility, and enhanced job security.
- Projects that have a regional emphasis and include a consortium may be given preference or have bonus points awarded.
- To maximize the employment prospects for program participants, successful applicants must align their career pathway programs with the skill needs of industries important to the local labor market, which may include industry clusters with a regional concentration of businesses linked by common workforce needs. Applicants **must** consult with employers to determine the skill requirements for employment or career progression within in-demand occupations. Employers should also play a critical role in providing worksite development activities and hiring program participants.
- UCAP particularly encourages partnerships that include multiple employers in an industry cluster, which is a concentration of interconnected businesses, suppliers, research and development, service providers, and associated institutions in a particular field commonly linked by workforce needs. Working with multiple businesses helps ensure that workforce development programs prepare workers for a range of employer needs in the target industry, making participants more employable and giving businesses a stronger employee pool.

I. PROGRAM DESIGN (40 POINTS)

Each application must clearly define the following:

1. **Collaboration and Partnership** – Applicants must engage and collaborate with the following partners and identify the roles and level of commitment of each partner. *Required letters of commitment must outline the roles, responsibilities, and level of commitment of the partners as identified in this section of the technical narrative. Letters of support and form letters are not acceptable.*
 - a. **Industry/Employers** - UCAP requires employers or industry trade associations to serve as partners in the proposed project. Public post-secondary educational institutions or Trade associations must work closely with a minimum of three employers (unless in a rural area and three are not available) to understand regional economic needs and activities that would help to generate and retain existing jobs, and stimulate economic growth. These organizations should be actively engaged in the project and may contribute to many aspects of grant activities, such as identifying necessary skills and competencies, providing resources to support education/workforce development (such as equipment, instructors, funding, internships, access to laboratory facilities, or other work-based learning activities or situations), and where appropriate, hiring qualified program participants. UCAP encourages applicants to focus on employers that are significant in the regional economy and belong to growing or emerging industries, including regional industry clusters.
 - b. **Industry Trade Associations** – Projects must include a workforce development component. Industry Trade Associations **must** work with a public post-secondary educational institution to support the identified industry sector’s(s’) workforce development needs. Collaboration with post-secondary educational institutions will assist in being responsive to the needs of the local economy by developing the workforce and building a talent pipeline. Industry trade associations **must** provide evidence they have consulted with state, regional or local economic development agencies to understand the economic needs and the activities currently being performed to generate and retain existing jobs and stimulate economic growth.
 - c. **Public Post-Secondary Institutions** are strongly encouraged to consider integrating regional economic development strategies with collaborative employment and workforce development programs that align with key economic development investments to ensure workers are being prepared for growth industries in their regional economy.
 - d. **Local DWS** staff should be consulted to connect the applicant to relevant sources of data, DWS Labor Market Information, Bureau of Labor Statistics (BLS) reports, and other relevant state tools or reports. DWS may also refer eligible and appropriate customers for training programs developed or expanded.
2. **Industry Need** - Applicants must identify the high-growth cluster(s) or occupation(s) on which the project will focus, and fully describe the current and future projected employment

opportunities within the state, region, or local area to be served, as well as the education and skills required for workers to meet the employment demand.

- a. Cite evidence the industry and/or occupation is high-growth according to one or more of the following factors: 1) projected to add substantial numbers of new jobs to the economy; 2) are being transformed by technology and innovation requiring new skill sets for workers; 3) are new and emerging businesses projected to grow; or 4) have a significant impact on the economy overall or on the growth of other industries and occupations.
 - b. Describe the skills and/or credentials necessary for entry into or retention in the industry/occupation. Explain the education and workforce development activities required to attain the competencies and degrees/credentials required for the targeted high-growth industry or occupations.
 - c. Identify the average, current wages offered in the industry and/or occupation, based on national, state, or local data.
 - d. Describe the current and future workforce needed by the required employer(s) and/or industry cluster.
 - e. Include relevant data describing the skill gaps of available workforce; describe need for new or enhanced training programs available to the workforce, including a description of the current and future projected demand for employment. Explain how the demand coincides with the proposed program. Applicants should cite the source of the current and projected demand, such as from the Department of Labor (DOL), State workforce agencies, employers, and other relevant sources.
3. **Project Description** - Provide a detailed description of the purpose, goals, objectives, strategies, design, and management of the proposed program.
- a. Provide a description of the need for education and workforce development programs in the industries and occupations (identified above) in the State, region, or local area to be served by the project. Clearly state the purpose for the funding and how funding will lead to new capacity to award certificates and/or degrees meeting the Governor's 66% by 2020 goal, with specific relevance towards educational programs serving the cluster industries in the State or region.
 - b. Demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, post-secondary certificate programs, associate's degrees, and baccalaureate degrees.
 - c. Demonstrate industry recognition and acceptance of the proposed program by linking program outcomes to industry certification, industry standards and/or other mechanisms that demonstrate industry support to hire program completers.
 - d. Describe activities funded by the grant that:
 - i. Address skills and competencies needed by the industry clusters or targeted occupations;

- ii. Support participants' advancement on an articulated career ladder and/or career lattice, or other defined career pathway;
 - iii. Result in industry-recognized credentials indicating a level of mastery and competency in a given field or function, where such a credential exists. The credential(s) awarded to participants must be based on the type of workforce development activities provided through the grant and the requirements of the targeted occupation, and should be selected based on consultations with employers, which may include regional industry clusters, as well as labor organizations if appropriate. It is allowable and encouraged to award multiple/stackable credentials along the career pathway.
4. **Sustainability** - Applicants must describe how new programs developed will be sustained beyond the life of the grant. This should include their marketing strategy to maintain capacity, (include reaching out to underserved populations: at risk youth, individuals with disabilities, females, minorities, and veterans). Applicants must also describe how the institution(s) will sustain its partnership with employer partners and regional economic developers. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded. This sustainability planning may require securing funding or future funding commitments.

II. DELIVERABLES/OUTCOMES (30 POINTS)

Applicants must provide projections for all outcome categories relevant to measuring the success or impact of the project. Outcomes will also be compared with labor market information provided by the applicant and used in evaluating the applicant's outcome goals.

Deliverables/Outcomes must include 1) number of programs created; 2) number of new capacity training slots created; 3) number of occupations impacted; and 4) impact on earnings within those occupations. Outcomes are strongly encouraged to include 1) number of participants served; 2) number of participants completing education and workforce development activities; and 3) number of participants who received a credential provided. Outcomes may include curriculum, course materials, articulation agreements, online learning modules, standards on which newly-developed credentials are based, or capacity created.

III. MATCHING FUNDS (10 POINTS)

Describe additional funding received or being used to support this project. Please include the source of the funding e.g. institutional mission-based funding, institutional Perkins funding, funds from industry or project partners, and/or other sources such as STEM Action Center, DOL, and NSF. Identify level of commitment for matching funds (cash and/or in-kind). Each applicant is encouraged to match UCAP funding at a one-to-one ratio.

IV. BUDGET (10 POINTS)

Using the attached budget template (Attachment B) provide a budget for the project. Provide a budget narrative describing projected use of funds identified. Please identify funds being matched for the project (matching is not required).

V. TIMELINE (10 POINTS)

List the major project objectives, including expected start date, end date, and expected outcomes for each objective.

VI. LETTERS OF COMMITMENT (INCLUDED IN PROGRAM DESIGN SCORE)

Each project is required to document commitment from the following: employers or industry trade association, public post-secondary education institutions and DWS. Letters of commitment must outline the roles, responsibilities, and level of commitment of the partners as identified in Program Design section of the technical narrative. Letters of support and form letters are not acceptable.

VII. CONSORTIUM APPLICANTS (15 BONUS POINTS)

Consortium applicants must identify in the application a lead institution in the consortium to serve as the official grantee (the Grantee Institution) and have overall fiscal and administrative responsibility for the grant. An applicant applying as a consortium must attach to their application a Consortium Agreement, which serves as the funding mechanism under which grant funds awarded to the named Grantee Institution will be transferred to the member eligible institutions in the consortium. The Consortium Agreement will be incorporated into the Grant Agreement, if awarded.

The Consortium Agreement can take many forms including but not limited to a letter, agreement, or Memorandum of Understanding. The agreement must be signed by each consortium member institution and: 1) reflect an appropriate agreement among two or more applicants to work together on the grant; 2) describe the roles and responsibilities of each consortium member in the design, development, and implementation of the program(s) and acknowledge their agreement to spend funds in accordance with the rules and requirements of the grant; 3) specify the amount of funds to be awarded to each member and deliverables for which each member will be responsible, broken out by consortium member; and 5) reflect the agreement of all consortium members to provide the Grantee Institution all information needed to meet the reporting requirements of the grant. Electronic signatures are permissible on the Consortium Agreement.

Next Section: Instructions for Public Schools, Districts & Charter Schools

INSTRUCTIONS FOR TECHNICAL PROPOSAL NARRATIVE

PUBLIC SCHOOL DISTRICTS INDIVIDUAL SCHOOLS OR CHARTER SCHOOLS

- Public School Districts, individual schools, or charter schools located in the State of Utah must work with the superintendent of the district (in the case of a district), or a principal (in the case of an individual school or charter school), to identify sector/program priorities prior to application. The superintendent (in the case of a district), or the principal (in the case of an individual school or charter school), will approve project applications based on regional needs/priorities and identify the lead department or individual application submitter.
- Proposals for programs may: a) prepare students for industry-recognized certificates in high-demand, high-wage occupations; these certificates must lead to higher earnings, greater mobility, and enhanced job security; program must be embedded into the requirements of an academic certificate or degree program; b) prepare students for rigorous academic certificates or degrees in career-focused, high demand, high-wage occupations leading to higher earnings, greater mobility, and enhanced job security; c) develop career pathways and articulation agreements to support the pathways; and/or d) prepare students for or expose students to STEM occupations, CTE, WBL or add STEM activities to existing programs/curriculum.
- Proposal must describe the geographic region it serves and include counties and schools impacted.
- Proposal must identify grade level to be served.
- UCAP strongly encourages partnerships with employers. Applicants should align their career pathway programs with the skill needs identified by employers. Employers also play a critical role in providing worksite development activities and providing internships.
- UCAP particularly encourages partnerships that include multiple employers in an industry cluster, which is a concentration of interconnected businesses, suppliers, research and development, service providers, and associated institutions in a particular field commonly linked by workforce needs. Working with multiple businesses helps ensure that workforce development programs prepare workers for a range of employer needs in the target industry, making participants more employable and giving businesses a stronger employee pool.

I. PROGRAM DESIGN (50 POINTS)

Each application must clearly define the following:

1. **Project Description** – Provide a clear and detailed description of the proposed project. Clearly state the purpose for the funding. Identify the grade level of students to be served. Identify detailed objectives of the proposed project.
 - a. If appropriate, demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary

programs, post-secondary certificate programs, associate's degrees, and baccalaureate degrees. Include the industry recognized or stackable credentials that may be awarded.

b. Projects may incorporate activities that:

- i. Address skills and competencies needed by the industry clusters or occupations;
- ii. Support participants' advancement on an articulated career ladder and/or career lattice, or other defined career pathway;
- iii. Result in industry-recognized credentials indicating a level of mastery and competence in a given field or function, where such a credential exists. The credential(s) awarded to participants must be based on the type of workforce development activities provided through the grant and the requirements of the targeted occupation and should be selected based on consultations with employers, which may include regional industry clusters, as well as labor organizations, if appropriate. It is allowable and encouraged to award multiple/stackable credentials along the career pathway.

2. **Collaboration and Partnership** – Describe how partners will be included in your project:

- a. **Industry/Employers** – Employers may be actively engaged in the project and may contribute to many aspects of grant activities, such as identifying skills and competencies for curriculum development, equipment donations, instructors, funding, internships, access to laboratory facilities, or other WBL activities.
- b. **Public Post-Secondary Institutions** – Collaboration with post-secondary institutions will assist in development of complete career pathway opportunities and concurrent enrollment.

3. **Sustainability** - Applicants must describe how new programs developed will be sustained beyond the life of the grant. Applicants must also describe how partnerships with employers and post-secondary institutions will be sustained. This sustainability planning may require securing funding or future funding commitments. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded.

II. ECONOMIC ENVIRONMENT OF THE SCHOOL DISTRICT (10 POINTS)

Describe the general economic conditions of the geographic region served by the district(s) or school(s). Points will be awarded for economically depressed areas, and/or areas where the unemployment rate is higher than the State of Utah unemployment rate. Points will also be awarded for schools whose students have significant economic challenges.

III. DELIVERABLES/OUTCOMES (20 POINTS)

Applicants must provide projections for all outcome categories relevant to measuring the success or impact of the project.

Deliverables/Outcomes must include curriculum, course materials, online learning modules, standards on which newly-developed credentials are based and articulation agreements developed or enhanced. Outcomes may also include 1) number of participants served; 2) number of participants completing education and workforce development activities; 3) number of participants completing WBL activities; and 4) number of credentials provided.

IV. BUDGET (10 POINTS)

Using the attached budget template provide a budget for the project. Provide a budget narrative describing projected use of funds identified. Please identify funds being matched for the project (matching is not required).

V. TIMELINE (10 POINTS)

List the major project objectives including the expected start date, end date and expected outcomes for each objective.

VI. CONSORTIUM APPLICANTS (15 BONUS POINTS)

Consortium applicants must identify a lead institution in the consortium to serve as the official grantee (the Grantee Institution) and have overall fiscal and administrative responsibility for the grant. An applicant applying as a consortium must attach to their application a Consortium Agreement, which serves as the funding mechanism under which grant funds awarded to the named Grantee Institution will be transferred to the member eligible institutions in the consortium. The Consortium Agreement will be incorporated into the Grant Agreement, if awarded.

The Consortium Agreement can take many forms including but not limited to a letter, agreement, or Memorandum of Understanding. This agreement must be signed by each consortium member institution and: 1) reflect an appropriate agreement among two or more institutions applicants to work together on the grant; 2) describe the roles and responsibilities of each consortium member in the design, development, and implementation of the program(s) and acknowledge their agreement to spend funds in accordance with the rules and requirements of the grant; 3) specify the amount of funds that will be awarded to each member and deliverables for which each member will be responsible, broken out by consortium member; and 5) reflect the agreement of all consortium members to provide the Grantee Institution all information needed to meet the reporting requirements of the grant. Electronic signatures are permissible on the Consortium Agreement.

Next Section: Instructions for Utah Aerospace Consortiums

INSTRUCTIONS FOR TECHNICAL PROPOSAL NARRATIVE

CONSORTIUMS EXPANDING OR REPLICATING THE UTAH AEROSPACE PATHWAYS (UAP) MODEL

- Public Post-Secondary Educational Institutions located in the State of Utah must work with the institutional president to identify their sector/program priorities prior to application. The USHE president, or in the case of UCAT, Institution President in collaboration with Campus President, will approve project applications based on regional needs/priorities and identify the lead department or individual application submitter.
- Public School Districts, individual schools, or charter schools located in the State of Utah must work with the superintendent of the district (in the case of a district), or a principal (in the case of an individual school or charter school), to identify sector/program priorities prior to application. The superintendent (in the case of a district), or the principal (in the case of an individual school or charter school), will approve project applications based on regional needs/priorities and identify the lead department or individual application submitter.
- Applicants applying under this element must currently be working with GOED or the STEM Action Center, USOE and DWS on their UAP Expansion or Replication project and will be notified of eligibility to apply under this element.
- The UAP Expansion and Replication model includes five critical areas. Proposals must be:
 - Industry Driven
 - Include a High School Component
 - Adult Learner Component
 - Work-based Learning Opportunity
 - Allow for Accelerated Learning where possible
 - Industry Recognized Certification when available
- UAP models may also include:
 - Pipeline development in lower grades to support outreach, marketing and sustainability of secondary and post-secondary
 - Other needs as identified to meet industry demand/create student capacity e.g. teacher certifications etc.
- Career Development Coordinators may be funded to share program information with teachers and counselors, identify students to enter into the program, and identify other opportunities similar to UAP.
- The UAP program design allows secondary students to gain in-demand skills, enter postsecondary training, and participate in work-based learning activities for hands on

application while still in high school. This ensures that students have pathways to higher education and meaningful employment opportunities.

- Proposals for programs may: a) prepare students for industry-recognized certificates in high-demand, high-wage occupations; these certificates must lead to higher earnings, greater mobility, and enhanced job security; program must be embedded into the requirements of an academic certificate or degree program; and/or b) prepare students for rigorous academic certificates or degrees in career-focused, high demand, high-wage occupations leading to higher earnings, greater mobility, and enhanced job security; and/or; c) develop career pathways and articulation agreements to support the pathways.
- To maximize the employment prospects for program participants, successful applicants must align their career pathway programs with the skill needs of industries important to the local labor market, which may include industry clusters with a regional concentration of businesses linked by common workforce needs. Applicants **must** consult with employers to determine the skill requirements for employment or career progression within in-demand occupations. Employers should also play a critical role in providing worksite development activities and hiring program participants.
- UCAP particularly encourages partnerships that include multiple employers in an industry cluster, which is a concentration of interconnected businesses, suppliers, research and development, service providers, and associated institutions in a particular field commonly linked by workforce needs. Working with multiple businesses helps ensure that workforce development programs prepare workers for a range of employer needs in the target industry, making participants more employable and giving businesses a stronger employee pool.
- Proposal must describe the geographic region it serves and include counties and schools impacted.
- Proposal must identify grade level(s) to be served.

I. PROGRAM DESIGN (50 POINTS)

Each application must clearly define the following:

1. **Collaboration and Partnership** – Applicants must engage and collaborate with the following partners and identify the roles and level of commitment of each partner. *Required letters of commitment must outline the roles, responsibilities, and level of commitment of the partners as identified in this section of the technical narrative. Letters of support and form letters are not acceptable.*
 - a. **Industry/Employers** - UCAP requires employers or industry trade associations to serve as partners in the proposed project. Must work closely with employers to understand regional economic needs, activities helping to generate and retain existing jobs, and stimulate economic growth. These organizations should be actively engaged in the project and may contribute to many aspects of grant activities, such as identifying necessary skills and competencies, providing resources to support

- a. Demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, post-secondary certificate programs, associate's degrees, and baccalaureate degrees. Include the industry recognized or stackable credentials that may be awarded.
 - b. Demonstrate industry recognition and acceptance of the proposed program by linking program outcomes to industry certification, industry standards and/or other mechanisms demonstrating industry support to hire program completers.
 - c. Describe activities that:
 - i. Address skills and competencies needed by the industry clusters or occupations;
 - ii. Support participants' advancement on an articulated career ladder and/or career lattice, or other defined career pathway;
 - iii. Result in industry-recognized credentials indicating a level of mastery and competence in a given field or function, where such a credential exists. The credential(s) awarded to participants must be based on the type of workforce development activities provided through the grant and the requirements of the targeted occupation and should be selected based on consultations with employers, which may include regional industry clusters, as well as labor organizations, if appropriate. It is allowable and encouraged to award multiple/stackable credentials along the career pathway.
 - d. Describe the general economic conditions of the geographic region served by the district(s) or school(s). Points will be awarded for economically depressed areas, and/or areas where the unemployment rate is higher than the State of Utah unemployment rate. Points will also be awarded for schools whose students have significant economic challenges.
4. **Sustainability** - Applicants must describe how new programs developed will be sustained beyond the life of the grant. This should include a marketing strategy to maintain capacity, (include reaching out to underserved populations: at risk youth, individuals with disabilities, females, and minorities). Applicants must also describe how the institution(s) will sustain its partnership with employer partners and regional economic developers. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded. This sustainability planning may require securing funding or future funding commitments.

II. DELIVERABLES/OUTCOMES (20 POINTS)

Applicants must provide projections for all outcome categories relevant to measuring the success or impact of the project. Outcomes will also be compared with labor market information provided by the applicant and used in evaluating the applicant's outcome goals.

Deliverables/Outcomes must include 1) number of programs created; 2) number of new capacity training slots created; 3) number of occupations impacted; and 4) impact on earnings within those

occupations. Outcomes are strongly encouraged to include 1) number of participants served; 2) number of participants completing education and workforce development activities; and 3) number of participants who received a credential provided. Outcomes may include curriculum, course materials, articulation agreements, online learning modules, standards on which newly-developed credentials are based, or capacity created.

III. MATCHING FUNDS (10 POINTS)

Describe additional funding received or being used to support this project. Please include the source of the funding e.g. institutional mission-based funding, institutional Perkins funding, funds from industry or project partners, and/or other sources such as STEM Action Center, DOL, and NSF etc. Identify level of commitment for matching funds (cash and/or in-kind). Each applicant is encouraged to match UCAP funding, at a one-to-one ratio.

IV. BUDGET (10 POINTS)

Using the attached budget template (Attachment B) provide a budget for the project. Provide a budget narrative describing projected use of funds identified. Please identify funds being matched for the project (matching is not required).

V. TIMELINE (10 POINTS)

List the major project objectives, to include the expected start date, end date, and expected outcomes for each objective.

VI. LETTERS OF COMMITMENT (INCLUDED IN PROGRAM DESIGN SCORE)

Each project is required to document commitment from the following: Employers or industry trade association, public post-secondary education institutions and DWS. Letters of commitment must outline the roles, responsibilities, and level of commitment of the partners as identified in Program Design section of the technical narrative. Letters of support and form letters are not acceptable

Next Section: Grant Application Signature Sheets

**CONTACT INFORMATION FOR DWS UCAP GRANT FISCAL YEAR 2017 APPLICATION
PUBLIC POST-SECONDARY EDUCATIONAL INSTITUTIONS OR INDUSTRY TRADE
ASSOCIATIONS**

ORGANIZATION

Organization Name: _____

Federal Tax ID #: _____ Total Grant Funds Requested: _____

CONTACT PERSON

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

FINANCIAL ADMINISTRATOR

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Signature: _____

**SIGNATURE SHEET FOR DWS UCAP GRANT FISCAL YEAR 2017 GRANT APPLICATION
PUBLIC POST-SECONDARY EDUCATIONAL INSTITUTIONS OR INDUSTRY TRADE
ASSOCIATIONS**

Organization Name: _____

By signing below, the following individuals attest that they have reviewed and approve the attached proposal for UCAP funding:

_____	_____	_____
Dean or equivalent	Print Name	Date
_____	_____	_____
Director, Development Office	Print Name	Date
_____	_____	_____
VP, Provost, UCAT Campus President	Print Name	Date
_____	_____	_____
Institution President	Print Name	Date
_____	_____	_____
Industry Trade Association Director (if applicable)	Print Name	Date
_____	_____	_____
DWS Economic Service Area Director	Print Name	Date

**CONTACT INFORMATION FOR DWS UCAP GRANT FISCAL YEAR 2017 APPLICATION
PUBLIC SCHOOL DISTRICTS, INDIVIDUAL SCHOOLS OR CHARTER SCHOOLS**

ORGANIZATION

Organization Name: _____

Federal Tax ID #: _____ Total Grant Funds Requested: _____

CONTACT PERSON

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

FINANCIAL ADMINISTRATOR

Name: _____ Title: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Signature: _____

SIGNATURE SHEET FOR DWS UCAP GRANT FISCAL YEAR 2017 GRANT APPLICATION
PUBLIC SCHOOL DISTRICTS, INDIVIDUAL SCHOOLS, OR CHARTER SCHOOLS

Organization Name: _____

By signing below, the following individuals attest that they have reviewed and approve the attached proposal for UCAP funding:

_____	_____	_____
District Superintendent or equivalent	Print Name	Date

_____	_____	_____
School Principal	Print Name	Date

EVALUATOR SCORE SHEETS INSTRUCTIONS

Instructions for Scoring Applications

Assign scores based on given criteria in the RFGA: Your rating should reflect your opinion of the applicant's ability to meet each criterion provided on the Grant Review Score sheet. Please do not make assumptions about missing background or project information, review only what is included.

Read for substance: Your primary focus as a reviewer is to recognize and judge an application based on the substance of the idea presented.

Comment on program quality: Take the time to make thoughtful comments to justify your score; comment on both strengths and weaknesses. Use specific and descriptive phrases in your comments, such as: "The applicant did a good job... "; "the applicant did not adequately describe... "; "it is unclear whether..."; "the applicant should be asked to clarify...".

Avoid interjecting your own biases: For example, even if you do not think tutoring programs are effective, your opinion should not affect the objective appraisal of a proposal for support of tutoring initiatives.

Please note that all comments, both verbal and written, during this process are public documents.

1. Review the Grant Review Score Sheet

- The review questions were taken directly from the application guidelines and will help you read, evaluate, and understand the main point.
- Each section of the score sheet corresponds to one major section of the proposal.
- Questions at the beginning of each section will help you focus on the main points.

2. You will rate the application on a numerical scale

- Assign a score for each question on a scale of zero to two (score allocation chart included in packet).
- Provide specific comments about strengths and weaknesses on the score sheet to justify your score and identify issues needing additional clarification.

3. Do not write comments on the application itself

- You may highlight or underline sections of the proposals, but do not write any comments as they should be included in the comments section of the score sheet.

4. Score Sheet

- Keep your grant review score sheets with you and bring them to the review committee meeting.

5. Application Workgroups

- Each application will be reviewed by a minimum of three reviewers.
- A lead reviewer will be assigned to each application workgroup.
- Each application workgroup will meet to determine a consensus score for the application.
- The lead reviewer will compile feedback from outlining strengths and weaknesses of the application.

6. Consensus Scoring

- Consensus scores will be determined by the application workgroup.
- Reviewers must come to a consensus on a final score to be awarded in each section of the application and an overall score prior to the committee meeting.

7. Final Ranking – to be done at the review committee meeting

- Final ranking is based on the following:
 - Consensus review score sheet
 - Fiscal review
 - UCAP priorities
 - Geographical location
 - Community needs
 - Diversity of portfolio

**SCORE SHEET: PUBLIC POST-SECONDARY EDUCATIONAL INSTITUTION OR
INDUSTRY TRADE ASSOCIATION**

Reviewer Name: _____

Proposal Name: _____

SCORING

- 0 = Did not answer
- 1 = Met the requirement(answered adequately)
- 2 = Exceeded the requirement(provided exceptional answer beyond adequate expectation)

UCAP Application Questions	Score 0-2	Weight	Total Score	Comments (Strengths & Weaknesses)
1. Program Design (40 points)	---	---	---	
a) Collaboration & Partnership – Partners, roles, and level of commitment have been clarified for Industry/Employers, Public Post-Secondary Institutions and local DWS. Letters of commitment from Employers and Public Post-Secondary institution have been provided.		x4		
b) Industry Need - High growth cluster(s) or occupation(s) upon which the project will focus have been identified. Current and projected employment, wages, required skills and required certifications have been described and are supported by data.		x4		
c) Project Description - A detailed description of the purpose, goals, objectives, strategies, design, and management have been provided and align with allowable activities.		x4		
d) Purpose of Funding - Purpose of funding and how it will advance the cluster has been stated. Past, present and projected economic investments in the region for the cluster(s) have been identified. Efforts to stimulate job growth and/or retention of higher-skill, higher-wage jobs have been described. Compelling justification of potential economic impact has been made.		x4		
e) Sustainability - How the program will be sustained beyond the life of the grant has been described (including marketing strategy). How the partnerships between industry/employers, economic development, and local DWS have been described.		x4		
Total points (a-e):	---	---		

2. Deliverables/Outcomes (30 points)	---	---	---	
---	-----	-----	-----	--

The project description provides projections for all outcome categories relevant to measuring the success or impact of the project. Deliverables/Outcomes must include 1) number of programs created; 2) number of new capacity training slots created; 3) number of occupations impacted; and 4) impact on earnings within those occupations. Outcomes are strongly encouraged to include 1) number of participants served; 2) number of participants completing education and workforce development activities; 3) and number of participants who received a credential provided. Outcomes may include curriculum, course materials, articulation agreements, online learning modules, standards on which newly-developed credentials are based, or capacity created.		x15		
3. Matching Funds (10 points)	---	---	---	
Commitment for matching funds has been described.		x5		
4. Budget (10 points)	---	---	---	
Budget template is attached and narrative describing the use of grant funds is provided. Budget items align with allowable activities and expenditures.		x5		
5. Project Timeline (10 points)	---	---	---	
Major project objectives, expected completion dates, and funding needed to complete each objective have been identified.		x5		
6. Consortium Applicants (15 bonus points)	---	---	---	
Lead institution has been clearly identified. Consortium agreement has been provided and reflects the following: 1) agreement among two or more economic development agencies / public post-secondary institutions to work together on the grant; 2) roles and responsibilities of each consortium member in the design, development, and implementation of the program(s) agreement to spend funds in accordance with the rules and requirements of the grant; 3) amount of funds that will be awarded to each member and deliverables for which each member will be responsible for, broken out by consortium member; and 4) agreement of all consortium members to provide the Grantee Institution all information needed to meet the reporting requirements of the grant.	---	---	---	
If a consortium exists, award 15 points. If no consortium, 0 points.	---	---		

SCORE SHEET: PUBLIC SCHOOL DISTRICTS, INDIVIDUAL SCHOOLS, OR CHARTER SCHOOLS

Reviewer Name: _____

Proposal Name: _____

SCORING	
	0 = Did not answer 1 = Met the requirement(answered adequately) 2 = Exceeded the requirement(provided exceptional answer beyond adequate expectation)

UCAP Application Questions	Score 0-2	Weight	Total Score	Comments (Strengths & Weaknesses)
1. Program Design (50 points)	---	---	---	
a.) Project Description - The project describes how the grant funding will be used to develop or expand programs/activities in the classroom. Objectives are clearly identified. Grade level of students has been identified. If appropriate, how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, post-secondary certificate programs, associate’s degrees, and baccalaureate degrees.		x15		
b.) Collaboration/Partnership – Collaboration & Partnership – Partners, roles and level of commitment have been identified.		x5		
c.) Sustainability - How the program will be sustained beyond the life of the grant has been described. How the partnerships between industry/employers and public post-secondary institutions have been described.		x5		
Total points (a-c):	---	---		
2. Economic Environment of the School (10 points)	---	---	---	
a.) Economic Conditions - The project describes the general economic conditions of the geographic region served by the district(s) or school(s).		x3		
b.) Economic Area - The project serves an economically depressed area and/or the area has a higher unemployment rate than the State of Utah unemployment rate.		x1		
c.) Economic Challenges - The school has students who face significant economic challenges.		x1		
Total points (a-c):	---	---		

3. Project Outcomes (20 points)	---	---	---	
The project description provides projections for all outcome categories relevant to measuring the success or impact of the project. Deliverables/Outcomes must include curriculum, course materials, online learning modules, standards on which newly-developed credentials are based and articulation agreements developed or enhanced. Outcomes may also include number of participants served, number of participants completing education and workforce development activities, number of participants completing WBL activities, and number of credentials provided.		x10		
4. Budget (10 points)	---	---	---	
Budget template is attached and narrative describing the use of grant funds is provided. Budget items align with allowable activities and expenditures.		x5		
5. Project Timeline (10 points)	---	---	---	
Major project objectives, expected completion dates and funding needed to complete each objective have been identified.		x5		
6. Consortium Applicants (15 bonus points)	---	---	---	
Lead institution has been clearly identified. Consortium agreement has been provided and reflects the following: 1) agreement among two or more economic development agencies / public post-secondary institutions to work together on the grant; 2) roles and responsibilities of each consortium member in the design, development, and implementation of the program(s) agreement to spend funds in accordance with the rules and requirements of the grant; 3) amount of funds that will be awarded to each member and deliverables for which each member will be responsible for, broken out by consortium member; and 4) agreement of all consortium members to provide the Grantee Institution all information needed to meet the reporting requirements of the grant.	---	---	---	
If a consortium exists, award 15 points. If no consortium, 0 points.	---	---		

SCORE SHEET: CONSORTIUMS EXPANDING OR REPLICATING THE UTAH AEROSPACE PATHWAYS (UAP) MODEL

Reviewer Name: _____

Proposal Name: _____

SCORING	
	0 = Did not answer 1 = Met the requirement(answered adequately) 2 = Exceeded the requirement(provided exceptional answer beyond adequate expectation)

UCAP Application Questions	Score 0-2	Weight	Total Score	Comments (Strengths & Weaknesses)
1. Program Design (40 points)	---	---	---	
a.) Collaboration & Partnership – Partners, roles, and level of commitment have been clarified for Industry/Employers, Public Post-Secondary Institutions and local DWS. Letters of commitment from Employers and Public Post-Secondary institution have been provided.		x4		
b.) Industry Need - High growth cluster(s) or occupation(s) which the project will focus have been identified. Current and projected employment, wages, required skills and required certifications have been described and are supported by data.		x4		
c.) Project Description - A detailed description of the purpose, goals, objectives, strategies, design and management have been provided and align with allowable activities. Includes economic environment of the school district.		x4		
d.) Purpose of Funding - Purpose of funding and how it will advance the cluster has been stated. Past, present and projected economic investments in the region for the cluster(s) have been identified. Efforts to stimulate job growth and/or retention of higher-skill, higher-wage jobs have been described. Compelling justification of potential economic impact has been made.		x4		
e.) Sustainability - How the program will be sustained beyond the life of the grant has been described (including marketing strategy). How the partnerships between industry/employers, economic development and local DWS have been described.		x4		
Total points (a-e):	---	---		

2. Deliverables/Outcomes (30 points)				
	---	---	---	
The project description provides projections for all outcome categories relevant to measuring the success or impact of the project. Deliverables/Outcomes must include 1) number of programs created; 2) number of new capacity training slots created; 3) number of occupations impacted; and 4) impact on earnings within those occupations. Outcomes are strongly encouraged to include 1) number of participants served; 2) number of participants completing education and workforce development activities; and 4) number of participants who received a credential provided. Outcomes may include curriculum, course materials, articulation agreements, online learning modules, standards on which newly-developed credentials are based, or capacity created.		x15		
3. Matching Funds (10 points)				
	---	---	---	
Commitment for matching funds has been described.		x5		
4. Budget (10 points)				
	---	---	---	
Budget template is attached and narrative describing the use of grant funds is provided. Budget items align with allowable activities and expenditures.		x5		
5. Project Timeline (10 points)				
	---	---	---	
Major project objectives, expected completion dates, and funding needed to complete each objective have been identified.		x5		