



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Sonny Perdue
Governor

July 10, 2007

It is with great excitement that I introduce the Georgia Career Academies Project. This project will bring new educational and career opportunities for Georgia's youth and will provide our communities with the skilled professionals needed to enhance and meet the demands of our future economic growth.

The Georgia Career Academies Project will provide seed money for the launching of at least five (5) Career Academies that will serve high school students throughout Georgia. These Academies will offer students the opportunity to achieve three significant goals during their high school years. Students will be able to: 1) earn their high school diplomas; 2) become certified in technical/career pathways that are needed by our business communities; and 3) earn college credits that give them a head start in earning a college degree, diploma or certificate. This is truly a "win" for our students, a "win" for our communities and a "win" for our economic well being.

Each Career Academy will offer high quality programs in career pathways that will not only attract businesses to our communities, but will also encourage students to stay in school. I am enthusiastically looking forward to the grand openings of each of these new Career Academies, and more importantly, enthusiastically looking forward to each of the first graduation ceremonies.

I am confident that years from now we will look back with pride at the positive impact of each of the Career Academies that was started because of this initiative.

Sincerely,

Sonny Perdue

Sonny Perdue



OFFICE OF LIEUTENANT GOVERNOR

240 STATE CAPITOL
ATLANTA, GEORGIA 30334

CASEY CAGLE
LIEUTENANT GOVERNOR

July 11, 2007

Dear Colleague:

I am very pleased to present this package with detailed information on how you can apply for Career Academy Funding.

My proposal to provide start-up money for additional Career Academies throughout our state was one of my main priorities this legislative session. We took a great step forward when the legislature approved this funding and Governor Perdue signed it into law.

Career Academies provide a vital link between high schools, technical colleges and local businesses to train and equip students with necessary skills to effectively join the workforce upon graduation. Nearly 80% of our future workforce will need some sort of technical training, and a Career Academy is a wonderful environment for high school students to receive that training. We must give more students the tools to successfully seek employment in industries available in their local economies.

We have already seen very special results through Career Academies, which provide students alternative paths for education. All graduates want well-paying jobs and opportunities for successful career tracks. This funding will provide school systems with the ability to expand career training and workforce development by integrating academic courses with a 21st century technical education.

Educational reform is going to happen when our state gives students a chance to follow educational paths that excite and challenge them, a system where they find value. Career Academies provide those educational paths, and Georgia should be committed to giving each student the opportunity for personal success.

Please do not hesitate to contact me if I can be of service to you.

Sincerely,

Casey Cagle
Lt. Governor of Georgia



GEORGIA DEPARTMENT OF TECHNICAL AND ADULT EDUCATION
Sonny Perdue, Governor

Ronald W. Jackson
Interim Commissioner

Dr. Freida H. Hill, Assistant Commissioner
Office of Technical Education

**Solicitation for Grant Applications (SGA) 2007
Georgia Career Academies Project**

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Notice of Availability

Georgia Department of Technical and Adult Education
Technical College System of Georgia
Solicitation for **Grant Applications (SGA) 2007**

Notice of Availability of Funds and Solicitation for Grant Applications (SGA) for the Georgia Career Academies Project.

Key Dates:

Application and submission information is explained in a separate section of this Notice.

SGA Announcement/Posting	July 12, 2007
Application Deadline	September 17, 2007
Selection Announcement	October 15, 2007
Grant Fund (operation funds only) Availability	November 1, 2007
Grant Fund (construction/renovation) Availability	January 2, 2008
First Quarterly Report Due	March 31, 2008
Second Quarterly Report Due	June 30, 2008
Third Quarterly Report Due	August 29, 2008
Fourth Quarterly Report Due	November 25, 2008
Other Reports	To Be Announced

Summary:

The Georgia Department of Technical and Adult Education (DTAE) announces the availability of approximately \$16 million in grant funds to create new or expand/enhance Career Academies in the State of Georgia.

Grants will be awarded in a competitive process and will support the development of Career Academies serving high school students. These Career Academies will provide quality educational opportunities that will move students to postsecondary education and career pathways that offer advancement and growth potential. The Career Academies will address the needs of youth and their communities, will have long-term positive impact on high school graduation rates, and will help create a skilled workforce using the latest technology in an environment conducive to learning.

Funding Opportunity Description: *See Attached SGA*

Award Information:

Award Amount

DTAE intends to fund approximately 5 grants of \$3.2 million for new or expanded/enhanced Career Academies; however, this does not preclude DTAE from funding grants at either a lower or higher amount, or funding a smaller or larger number of projects, based on the type and the number of quality submissions. Up to three million dollars (\$3M) of each of the \$3.2M grants will be allocated for construction/renovation. Up to \$200,000 of each grant will be allocated for career academy project operations.

Matching in-kind or leveraged funds and resources are encouraged but are not required. However, if matching funds, valued services, and in-kind contributions are committed, they should be reported in total in Form A, Line 11. These contributions are also to be included in the budget forms and budget narrative.

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Period of Performance

Grants will be awarded over a period of one year (with possible second year of operational funding, if funds are available); however the selected Career Academies Projects must provide evidence of sustainability over a long-term period of time.

Eligibility Information:

Eligible applicants are:

- Technical Colleges that are part of the Georgia Department of Technical and Adult Education System in partnership with School District(s) or other Charter eligible entity(ies).
- Colleges that are part of the Board of Regents of the University System of Georgia, with Technical Divisions in partnership with School District(s) or other Charter eligible entity(ies).

Application and Submission Information:

This SGA contains all of the information needed to apply for grant funding. The proposal will consist of four (4) parts:

- Part I: Cost/Budget Proposal
- Part II: Technical Programmatic Proposal Narrative
- Part III: Detailed information in support of Part II
- Part IV: Additional supplementary information

Part I consists of the: Cover Page, using Form A; Line Item Budget Information Forms B and C; Budget Narrative 1 consisting of no more than 2 single-sided double-spaced pages with 12 point text font and one-inch margins; and Budget Narrative 2 consisting of no more than 2 single-sided double-spaced pages with 12 point text font and one-inch margins. Any materials beyond the 2 page limits will not be reviewed.

Part II consists of the Technical Programmatic Proposal Narrative consisting of no more than 18 single-sided, double-spaced pages with 12 point text font and one-inch margins. Any materials beyond the 18 page limit will not be reviewed.

Part III consists of support information for Part II. These materials do not count against the 18-page limit for the Technical Programmatic Proposal Narrative. Information in Section 2 exceeding 3 pages including timeline will not be reviewed.

Part IV consists of additional supplementary information. These materials do not count against the 18-page limit for the Technical Programmatic Proposal Narrative.

The closing date for receipt of applications under this SGA is September 17, 2007. Applications must be received at the address below, or electronically received at **careeracademy@dtae.org**. Applications that do not meet the conditions set forth in this notice will not be reviewed or funded and will be a basis for determination of non-responsiveness.

Note: Electronic Applications must be received at careeracademy@dtae.org no later than 5:00 p.m. on September 17, 2007. Letters of commitment and other supplemental materials must be sent electronically and will not be accepted under separate cover. Electronic signatures will not be accepted on Form A. However, Form A must be completed and sent electronically with the President's and Superintendent's names

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“keyed” in the signature area and dated. Regardless of the method used to send in the full application (electronic or mailed hardcopy), a completed hardcopy of Form A with the President’s and Superintendent’s original signatures must be received at the location stated below by 5:00 p.m. on September 17, 2007.

Mailed applications must be addressed to:

Dr. Freida Hill
Georgia Department of Technical and Adult Education
1800 Century Place, Suite 400
Atlanta, GA 30345

Hand delivered proposals will be received at the above address in the Offices of Technical Education, 4th Floor, no later than 5:00 p.m. September 17, 2007. Any application received after the date and time specified for receipt at the office designated in this notice will not be considered, unless it is received before awards are made, was properly addressed, and 1) was sent by U.S. Postal Service registered or certified mail not later than the fifth calendar day before the date specified for receipt of applications or 2) was sent by professional overnight delivery service to the addressee not later than one working day prior to the date specified for receipt of applications. “Post marked” means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. Therefore, applicants should request the postal clerk to place a legible hand cancellation “bull’s eye” postmark on both the receipt and the package. Failure to adhere to the above instructions will be a basis for a determination of non-responsiveness.

Evidence of timely submission by a professional overnight delivery service must be demonstrated by equally reliable evidence created by the delivery service provider indicating the time and place of receipt.

All proposal costs must be necessary and reasonable in accordance with Georgia Department of Technical and Adult Education guidelines.

Application Review Information:

The Criteria/Rubrics chart included in this announcement will be used in reviewing the Career Academies Project Grant Applications. To see a copy of the Career Academy National Standards of Practice that are incorporated into the Criteria/Rubrics chart, see the website listed in the section below: “Other Resources of Interest to Applicants”.

Award Administration Information:

Applicants selected for award will be contacted directly before the grant’s execution. Applicants not selected for award will be notified by mail. All award notifications will be posted on the Georgia Department of Technical and Adult Education webpage after applicants have been notified.

Each grantee must submit quarterly progress reports to the Georgia Department of Technical and Adult Education.

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Agency Contacts:

For further information please contact:

Dr. Freida Hill (404-679-1660, fhill@dtae.org)

- or -

Dr. Lucy Phillip (404-679-5830, lphillip@dtae.org).

Other Resources of Interest to Applicants:

Georgia Department of Education Charter School Office website:

http://public.doe.k12.ga.us/pea_charter.aspx

Career Academy National Standards of Practice:

www.careertech.org/uploaded_files/Career_Academy_National_Standards_of_Practice.pdf

Criteria and Rubrics

Criteria and Rubrics for Awarding Career Academy Funds

Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
1	<p>Mission and Goals (<i>meets National Standard #I</i>)</p> <p>A written definition of the career academy mission and goals. These are developed by and available to administrators, teachers, students, parents, advisory board and others involved in the academy. These include: a) <u>Focus on college and career</u>: to prepare students for college and careers, Academies enable students to complete college entrance academic requirements, a vertical segment of occupational courses within a career field, encouraging them to aim as high as they wish; b) <u>Raise student aspirations and commitment</u>: increase the level of students' motivation while in high school; c) <u>Increase student achievement</u>: provide support to students to increase their achievement in high school through close relationships with teachers and fellow students, rigorous and relevant curriculum, attainment of industry-relevant credentialing, and exposure to career and educational options outside the high school.</p>	<p>All points listed in Level 1 plus additional relevant local goals.</p>	<p>All points listed in Level 2 plus an implementation plan.</p>	<p>All points listed in Level 3 plus strategies and evaluation methods that, at minimum, focus on success in placement of students into career and college opportunities.</p>	
2	<p>Career and College Focus (<i>meets National Standard #1a, VIIac & VIId</i>)</p> <p>Articulated credits, dual and joint enrollments with local technical college with a process that provides a seamless program of study to students. Work-based learning including internships in partnership with local businesses are encouraged to be incorporated in career pathway course offerings.</p>	<p>Does Not Apply</p>	<p>Does Not Apply</p>	<p>Articulated credits, dual and joint enrollments with local technical college are significant components of each program of study. Work-based learning including internships in partnership with local businesses are significant components of each program of study.</p>	
Total Points					

Criteria and Rubrics for Awarding Career Academy Funds

Criteria		Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
3	Grade Levels <i>(meets National Standard IIa)</i>	Comprehensive enrollment and/or service plan for at least grade levels 11 & 12.	Comprehensive enrollment and/or service plan for at least grade levels 10, 11 & 12.	Comprehensive enrollment and/or service plan for at least grade levels 9, 10, 11 & 12.	Comprehensive enrollment and/or service plan for at least grade levels 9, 10, 11 & 12 with strong 8th grade partnership/component.	
4	Enrollment and Student Focus <i>(meets National Standard IIb and Charter School Reg's)</i>	Voluntary open enrollment without bias, with an advisement and orientation plan. A recruitment plan that includes an emphasis on cultural diversity and the demographics of the community (high school service area).	Does Not Apply	Level 1 plus a more comprehensive career advisement and counseling plan that includes participation of local business community.	Level 3 plus a written recruitment program and selection process that is widely available; personalized student support structure including; counseling, advisement, mentoring and career guidance.	
5	Structure <i>(meets National Standard IIc)</i>	Does Not Apply	Does Not Apply	Does Not Apply	Charter petition identifies the Academy as a separate entity that provides a "small learning community" environment: an autonomous high school/technical college/work-based learning program with its own culture and learning environment that operates under its own staff with partnerships with college staff for dual/joint enrollments.	
6	Student Support <i>(meets National Standard IIe)</i>	Evidence that academy will provide a safe learning environment.	Level 1 plus counseling services with a career/academic six year plan (high school-postsecondary/career).	Level 2 plus partnering with local agencies and business partners, peer mentoring, and student support plan.	Level 3 plus plan for recognition of student success.	
Total Points						

Criteria and Rubrics for Awarding Career Academy Funds

Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
7 Budget <i>(meets National Standard III and Charter School Rules/Reg's)</i>	Demonstrated local financial support through matching funds and/or in kind contributions, and/or other local support for one year. A Memorandum of Understanding is signed by partners.	Demonstrated local financial support through matching funds, in kind contributions, and/or other local support for two years. A Memorandum of Understanding is signed by partners.	Demonstrated local financial support through matching funds, in kind contributions, and/or other local support for five years. A Memorandum of Understanding is signed by partners.	Demonstrated local financial support through matching funds, in kind contributions, and/or other local support for ten years. A Memorandum of Understanding is signed by partners. Community effort gives evidence of long-term sustainability.	
8 Charter School Law <i>(meets National Standard III & X)</i>	Charter Petition meeting Charter rules/regulations and incorporating appropriate waivers is written and supported and approved by LBOE.	Does Not Apply	Does Not Apply	Charter school petition is attached, has been approved by the local BOE and has been submitted to the SBOE, adhering to the SBOE timelines.	
9 Faculty and Staff <i>(meets National Standard IV and Vab and Charter School Rules)</i>	Established criteria for each level of hiring - meeting all credentialing requirements of the charter: leadership, faculty, administration, counselors, and other staff. Commitment to professional development for all personnel. Job descriptions are available for all positions.	Does Not Apply	Does Not Apply	Level 1 plus a defined/written plan for professional development for all personnel and a common planning time for teachers for curriculum integration.	
10 Governance and Leadership <i>(meets National Standard VI)</i>	Does Not Apply	Does Not Apply	Does Not Apply	The academy has a governing structure that incorporates the views of all stakeholders: a) Governing board with broad representation. b) Public meetings of the board are held at least quarterly. c) Evidence of a healthy partnership between the academy and community. d) Students can provide input. e) A plan for timely communication is in place.	
Total Points					

Criteria and Rubrics for Awarding Career Academy Funds

Criteria		Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
11	Standards and Curriculum (meets National Standard VII)	Curriculum meets Georgia Performance Standards (and/or transition of QCC's), and DTAE/BOR standards. Evidence is given for rigorous and relevant professional development and an adequate number of programs.	Level 1 plus the curriculum and instruction meets or exceeds standards and college entrance requirements, while focusing learning around career pathways meeting industry standards.	Level 2 plus inclusion of a work ethic and citizenship component.	Level 3 plus use of advisory committees and incorporation of a remediation plan. Demonstration of use of instructional system design system such as ADDIE or similar.	
12	Partnership: School District, Technical College, Business Community, Civic Community (meets National Standard VIII)	Does Not Apply	Does Not Apply	Does Not Apply	In addition to the Charter and financial agreements that indicate partnerships with school district, technical college, business and civic community; other areas of partnership are evident. These areas can include: a mechanism for partners' influence and involvement, career pathways fit into the local economy, work based learning is incorporated in the plan, established career pathways (middle school-high school-two year college-four year college-career).	
13	Evaluation (meets National Standard IX and Charter School Rules/Reg's)	Evaluation aligned with Charter goals; data driven, multiple measures, accurate reporting, evidence of impact.	Does Not Apply	Does Not Apply	Level 1 plus commitment to allocate resources for data analysis and program evaluation.	
Total Points						

Criteria and Rubrics for Awarding Career Academy Funds

Criteria		Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
14	Cycle of Improvement <i>(meets National Standard X and Charter School Rules/Reg's)</i>	Gather feedback (satisfaction survey) from stakeholders, including students. Establish baseline.	Level 1 plus plan to use results for improvement and to establish benchmarks.	Level 2 plus plan for external (third party) validation and/or analysis.	Level 3 plus commitment to assist others in replication.	
15	Need	Evidence is based on anecdotal evidence, opinion or assumption.	Evidence is based on established data (AYP, graduation rates...), research and economic outlook.	Level 2 plus additional evidence based on region and local collection of data - qualitative and/or quantitative.	Level 3 plus formal plans for continuing needs assessment.	
16	Timelines <i>(meets Charter School Rules/Reg's)</i>	Provides a one-year plan that includes all major aspects of planning and implementation.	Provides a two-year plan that includes all major aspects of planning, implementation and improvement.	Provides a five-year plan that includes all major aspects of planning, implementation and improvement.	Provides a ten-year plan that includes all major aspects of planning, implementation and improvement.	
Total Points						
Grand Total Points						

**Georgia Career Academies Project
Solicitation for Grant Applications**

Solicitation for Grant Applications (SGA) 2007

Georgia Career Academies Project (CAP)

The CAP successfully completed proposal consists of four (4) separate and distinct parts, Part 1, Part II, Part III and Part IV.

Part I

Part I of the proposal is the “Cost/Budget Proposal” and must include the following five items:

- A. Cover Page: (Use **Form A.**)
- B. Table of Contents
- C. The Line Item Budget Information Forms include: Career Academy Project Operations including salaries and benefits, up to \$200,000, (Use **Form B**) and Construction Costs, up to \$3 Million, (Use **Form C**).
- D. Budget Narrative 1 – (Do not include construction/renovation costs in this Budget Narrative 1). The applicant must provide a concise narrative explanation to support the request, and it should clarify the proposed expenditures listed in the Line Item Budget (excepting construction/renovation costs). The budget narrative should break down the budget so that there is a clear link to the sixteen (16) Career Academy Project Criteria (see also Career Academy National Standards Of Practice), which you received as part of this SGA package. The Budget Narrative is the opportunity to explain how you will expend funds to accomplish the proposed objectives, activities, outcomes, measures, etc. and their relationship to the CAP initiative, its criteria, and its high potential for success.
- E. Budget Narrative 2 – This narrative part of the budget includes information and explanations of the use of grant funds for construction, and/or renovation of facilities/building. (Do not include this information in Budget Narrative 1.)

Part II

Part II of the application is the “Technical Programmatic Proposal Narrative”, which demonstrates the applicant’s capabilities in planning and implementing the Initiative (Do not include details or information about construction and/or renovation in Part II). Part II contains the following items A and B:

- A.
 - 1. A two-page descriptive Summary of the initiative with stated Mission and Goal(s):
 - Describe the overall need/purpose and significance of the investment (grant), which includes the Mission and Goal(s).
 - Provide evidence that the need exists in the local/regional area.
 - Identify what the stakeholders/partners expect to accomplish and specify the key activities that will be planned and implemented for the grant funded year.

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2. Form D, which shows Planning and Implementation Timeframe outlining Project Activities, matched with Objectives (**Form D**) includes Measurable Objectives, Primary Activities, and Timeframe. You must include the CAP criteria to which objective is directly linked. (There can be more than one CAP criteria per objective).
 3. Form E, which shows the Evaluation and Improvement Plan (**Form E**), includes Evaluation Objectives, Evaluation Methods, Improvement Plan, and Evaluation Frequency.
- B. No more than an eighteen (18) page narrative that includes:
1. Statement of Need and Significance based on a Needs Assessment and Demonstration of Need:
 - The applicant must demonstrate a clear and specific need for the grantor investment in the proposed initiative.
 - The applicant should address the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
 - The applicant must demonstrate that the Mission, Goal(s), and Significance of the initiative provide bona fide opportunities for students to focus on and succeed at college and careers.
 - The applicant must describe the “local/regional” area it serves, its current education system, and its connection to the local/regional economy.
 - In addition to addressing appropriate CAP criteria in this section, the applicant will be evaluated on the ability to clearly and specifically demonstrate a need for a seamless multiple education/career pathways strategy.

Note: In determining the significance of the proposed project, the grantor will consider the likelihood that the proposed project will result in system change or improvement and/or the extent to which the proposed project is likely to build local/regional capacity to provide, improve, or expand services that address the needs of the target student population.
 2. Strength, Linkages, Comprehensiveness, and Quality of the Partnership and Management Plan (Includes a CAP Partnership, Governance, Management and Organization Plan):
 - Within this section the applicant must demonstrate that the proposed initiative will be implemented via a strategic partnership.
 - The applicant must identify the partners by entity/organization name, explain the meaningful role each partner will play in the initiative, and document the resources leveraged from each partner. Collaborating partners must verify their role through a letter of commitment detailing the roles, responsibilities, and resources the partner will commit to the initiative.
 - The letters of commitment must be attached in Part IV A. Applicants should consider going beyond the minimum level of partnership and demonstrate broader, substantive and sustainable partnerships.

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- The applicant must also provide: evidence that the organization and management of the partnership demonstrates interaction between and among partners at each stage of the initiative, from planning to execution; demonstrate the ability of the lead partner to successfully manage the partnership; demonstrate the ability of the partnership to manage all aspects and stages of the initiative and to coordinate individual activities with the partnership as a whole; show the robustness of the applicant's plan for sustaining the partnership beyond the funding period; and show how the partnership has the capacity to achieve the stated objectives, activities, and measurable outcomes of the proposed CAP initiative, has the capacity to improve, and has the ability and capacity to implement career pathways and work-based learning.
 - The applicant will also be evaluated on the adequacy of the management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities and timelines for accomplishing project activities.
 - The applicant must show that the CAP initiative has a governing structure that incorporates the views of all stakeholders: (a) A governing board with broad representation; (b) Public meetings of the board are held at least quarterly; (c) Evidence of a healthy partnership between the academy and community; and d) Students can provide input.
 - The applicant should also note the adequacy of partner resources and support including equipment, supplies, and other resources.
 - The applicant must also show the partnership has the capacity and ability to collect, measure, analyze, manage, and report data and other information.
3. Quality of the Project Plan, Design, and Services:
- The applicant must be able to describe and implement a strategic operational plan in collaboration with its secondary, postsecondary, and business and community partners.
 - The Design of the Plan must describe how the grantor investment will meet the following seven (7) CAP components (review Criteria and Rubrics document):
 1. Mission and Goals;
 2. Career and College Focus;
 3. Grade Levels;
 4. Enrollment and Student Focus;
 5. Student Support;
 6. Faculty and Staff; and
 7. Standards and Curriculum.

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- The Project Plan, Design, and Services information provided by the applicant should clearly explain the quality and extent to which criteria, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable and includes discussion about: preparing students for college and careers; raising student aspirations and commitment; increasing student achievement; articulated credit, dual/joint enrollment; seamless career pathway courses/programs; work-based learning; comprehensive enrollment and/or service plan for “at least” grade levels 11 and 12; voluntary open enrollment with an advisement and orientation plan; a recruitment plan that includes an emphasis on cultural diversity and the demographics of the local/regional community to be served by the investment (grant); provision of a safe learning environment and a student counseling and support plan; criteria for each level of hiring – meeting all credentialing requirements of the Charter: leadership, faculty, administration, counselors, and other staff; commitment to professional development for all personnel; job descriptions are available for key positions; a common planning time for teachers for curriculum integration; curriculum meets Georgia Performance Standards (and/or transition of QCC’s) and DTAE/BOR standards; evidence is given for rigorous and relevant professional development; and an adequate number of career pathway programs. Applicants should consider going beyond the minimum level 1 criteria as noted in the CAP Criteria and Rubrics.
4. Outcomes, Benefits, and Impact:
- Applicants must be able to demonstrate a result-oriented approach to managing and operating the CAP initiative. This can be achieved by fully describing the proposed outcome measures relevant to measuring the success, benefits, and impact of the initiative and highlighting the outcomes as they relate to both resolving any constraint(s) described in the Statement of Need and describing the significance and impact of key CAP criteria, especially in developing and implementing a rigorous academic learning environment within seamless multiple education/career pathways.
 - The applicant should also describe the extent to which the training or professional development services to be provided to faculty and staff by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in their practices so that there is a likelihood that the services to be provided by the project will lead to improvements in the success of students as measured against rigorous academic standards.
 - The applicant must also clearly describe any deliverables such as products, software, websites, models, curricula, etc. that will be developed or acquired with CAP funds.
- Note:** The grantor will note the extent to which the expected project outcomes are clearly identified and measurable, realistic, and consistent with the objectives of the project; the ability of the applicant to achieve the stated objectives and outcomes within the timeframe of the grant; and the appropriateness of the objectives and outcomes with respect to the local/regional partner and community-identified constraints or challenges as noted in the Statement of Need.

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5. Quality of Key CAP Initiative Personnel:
- Applicant must describe the proposed project management structure and discuss the proposed staffing pattern and the expected qualifications of key staff members.
 - If the proposed project is an expansion and/or enhancement of an existing Career Academy, or is beyond the planning and development stages, include key personnel resumes and/or job descriptions in Part III 1 A.
 - Applicants must provide evidence of the following:
 1. The time commitment of the proposed staff is sufficient to ensure proper direction, management, and timely completion of the project;
 2. The roles and contribution of staff and collaborative organizations are clearly defined and tied to objectives and activities;
 3. The background, experience, and other qualifications of the proposed or actual staff will be sufficient to carry out their designated roles; and
 4. The applicant must show that there will be staff resources to accomplish the goal(s), objectives, and outcomes of the project, including the ability to collect, analyze, and manage data in a way that allows consistent, accurate, timely, and often expedient reporting to stakeholders and the grantor.
6. Evaluation and Improvement Plan:
- The applicant must describe a plan and implement an evaluation, analysis, and feedback process that demonstrate the applicant's ability to measure objectives and outcomes and demonstrate that there will be adequate procedures for ensuring feedback and continuous improvement in the operation of the CAP initiative.
 - The applicant must show evidence that baseline data will be established and evaluative measures are aligned with Charter goals; data driven, multiple academic measures are employed with accurate reporting and evidence of impact.
 - The applicant must also demonstrate the ability to collect, measure, analyze, manage, and report data and other information in a timely manner to the grantor. The applicant must submit required financial and quarterly reports.
 - The applicant should show a commitment to allocate resources for data analysis and provide for process, product, and program evaluation.

Note: In determining the quality of the evaluation the grantor will consider the extent to which the methods of evaluation are thorough, feasible, and appropriate to the objectives and outcomes of the proposed project; and the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

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7. Sustainability Plan:
 - The applicant must describe a sustainability plan that incorporates long-term resources to continue the CAP initiative.
 - The applicant should describe the strength of the partnership by describing the continued support of the project after CAP grant funds end, including, as appropriate, the demonstrated commitment of partners and other stakeholders to support and help sustain the CAP initiative beyond the period of the initial investment (grant).
8. Dissemination Plan:
 - The applicant must describe a dissemination plan that provides appropriate entities and the local/regional community with periodic information and data about the CAP initiative.
 - The applicant must also plan to provide appropriate replication assistance.
9. State and Local/Regional Economic Growth and Development Strategies:
 - The applicant should show an integration and alignment of the CAP initiative into State and/or local/regional human resource needs that support economic growth and development. Applicant demonstration of this integration and alignment can be achieved by summarizing the region's strategic vision and workforce education strategies in support of economic growth and describing how the proposed education design and its implementation objectives and activities in the grant proposal will integrate, build upon, and align with those strategies.

Part III

Part III of the application provides more detail and additional information for Part II. It contains the following three items in two different sections:

Section 1:

- A. Applicant with proposed projects that are beyond the development and planning stage of a new Career Academy (expansion or enhancement of existing Career Academies) must provide a maximum two-page resume and/or job description for each selected key CAP initiative personnel. All other applicants provide job descriptions for these positions.
- B. Applicant describes current charter school status including Memorandum of Understanding signed by partners (MOU to be included in Part IV A). The Letter of Intent for the Charter School Petition has been submitted to the Local Board(s) of Education and the Georgia State Department of Education Charter School Office. Evidence is to be submitted in Part IV A. The applicant demonstrates that the Charter petition identifies the Academy as a separate entity that provides a small learning environment: an autonomous high school/technical college/work-based learning program with its own culture and a career pathway learning environment that operates under its own staff with partnerships with college staff for dual/joint enrollments.

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Section 2:

- C. Applicant provides detailed information (maximum three (3) pages, including a timeline), for the construction, renovation, and/or alterations on existing or new building(s)/facilities that will be used to house the career academy (Do not include this information in Part II).

Part IV

Part IV of the application provides additional supplementary information for the following items:

- A. Letters of commitment, MOU, and Charter Letter of Intent (letters of support are not to be submitted).
 - a. Only include letters where a stakeholder and/or partner indicates the product(s), funds, in-kind contributions, leveraged resources, and/or service(s) they are committing to the CAP initiative;
 - b. MOU; and
 - c. Charter Letter of Intent.

- B. Optional: References Cited. Cited literature/research should be specifically related to the proposed initiative. Citations within the narrative of the proposal should make clear how each reference has played a role in the motivation for or design of the CAP initiative. Part IV B can be a maximum of two (2) pages

- C. Optional: Special Information and Supplementary Documentation: Information/documentation included must be concise and relevant. It may include a sample product, data, charts, research reviews, etc. Part IV C can be a maximum of ten (10) pages.

**Instructions for the
CAP Application Form A**

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Instructions for the CAP Assistance Application Form A

These instructions are for the required application form which should be used as a cover sheet for submission of applications. Some of the items are required and some are optional at the discretion of the applicant. Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult Solicitation for Grant Application instructions to determine specific requirements.

Item	Entry:
1.	<p>Type of Application: (Required) Select one type of application:</p> <ul style="list-style-type: none"> • New Career Academy. Applicant is proposing to implement a Career Academy that does not currently exist. • Enhancement of Existing Career Academy. Applicant is proposing to expand/enhance a Career Academy that is already in operation as of the 2007/2008 school year – even if the existing Career Academy is not currently a charter school and is applying for new or conversion charter status.
2.	Date Submitted. Enter the date submitted.
3.	Applicant. Organization/entity submitting the application
4.	Date/Time Received by DTAE. Leave this field blank. This date will be assigned by DTAE.
5.	DTAE Application Identifier. Leave this field blank. This identifier will be assigned by DTAE, if applicable.
6.	<p>Applicant Information.</p> <ul style="list-style-type: none"> a. Legal Name. (Required) Enter the legal name of applicant that will undertake the assistance activity. b. Employer/Taxpayer Identification Number (EIN/TIN). (Required) Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. c. Address. Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required), Zip/Postal Code (Required). d. Name and contact information of person to be contacted on matters involving this application. Enter the name (First and last name required), organizational affiliation (If affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.
7.	<p>Type of Applicant. (Required) Select one applicant type in accordance with Georgia Charter School regulations.</p> <ul style="list-style-type: none"> a. Technical College in partnership with School District(s) or other Charter-eligible entity(ies). b. Board of Regents College with Technical Division in partnership with School District(s) or other Charter-eligible entity(ies).
8.	Areas Affected by Project. List the areas or entities using the categories (e.g., cities, counties, etc.).
9.	Title of Applicant's Project. (Required) Enter a title of the project. Attach a map showing project location (e.g., construction or real property projects) (name of the Career Academy).
10.	Total Amount of DTAE Grant Funds Requested: (Enter Grant Request)
11.	Estimated Funds. Enter the amount committed by each contributor. Estimated value of in-kind and other valued contributions should be included on the appropriate line, as applicable.

Form A
Cover Page/Application

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Georgia Career Academies Project (CAP)
Cover Page: Form A

Application for Career Academies Project Assistance		
*1. Type of Application:		
<input type="checkbox"/> New Career Academy <input type="checkbox"/> Enhancement of Existing Career Academy		
2. Date Submitted:		3. Applicant:
DTAE Use Only		
4. Date/Time Received by DTAE:		5. DTAE Application Identifier:
6. APPLICANT INFORMATION:		
*a. Legal Name:		
*b. Employer/Taxpayer Identification Number (EIN/TIN):		
c. Address:		
*Street 1: _____		
Street 2: _____		
*City: _____		
County: _____		
*State: _____		
*Zip/Postal Code: _____		
d. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____		*First Name: _____
Middle Name: _____		
*Last Name: _____		
Suffix: _____		
Title:		
Organizational Affiliation:		
*Telephone Number:		Fax Number: _____
*Email: _____		

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Application for Career Academies Project Assistance

12. *By signing this application, I certify that the statements herein are true, complete, and accurate to the best of my knowledge. I also agree to comply with any resulting terms if I accept an award**. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

** I AGREE

Contact Person:

Prefix: _____ *First Name: _____
 Middle Name: _____
 *Last Name: _____
 Suffix: _____

*Title:

*Telephone Number: _____ Fax Number: _____

*Email:

College President:

Prefix: _____ *First Name: _____
 Middle Name: _____
 *Last Name: _____
 Suffix: _____

*Title: President

*Telephone Number: _____ Fax Number: _____

*Email:

*Signature of President: _____ *Date Signed: _____

Superintendent:

Prefix: _____ *First Name: _____
 Middle Name: _____
 *Last Name: _____
 Suffix: _____

*Title: Superintendent

*Telephone Number: _____ Fax Number: _____

*Email:

*Signature of Superintendent: _____ *Date Signed: _____

Note: Additional signature page, if required, follows:

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College President:	
Prefix: _____	*First Name: _____
Middle Name: _____	
*Last Name: _____	
Suffix: _____	
*Title: President	
*Telephone Number: _____	Fax Number: _____
*Email: _____	
*Signature of President: _____	*Date Signed: _____

Superintendent:	
Prefix: _____	*First Name: _____
Middle Name: _____	
*Last Name: _____	
Suffix: _____	
*Title: Superintendent	
*Telephone Number: _____	Fax Number: _____
*Email: _____	
*Signature of Superintendent: _____	*Date Signed: _____

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Form B

Georgia Career Academies Project Line Item Budget Information Form

Career Academy Project Operations

Category <i>(add lines if needed)</i>	Career Academies Project Request \$ <i>(No more than \$200,000)</i>	Local Match (Cash) \$ <i>(if applicable)</i>	Local Match (In-Kind) \$ <i>(if applicable)</i>
Personnel			
Subtotal, Personnel			
Fringe Benefits			
Travel			
Local			
Other			
Equipment			
Supplies			
Contractual Costs			
List			
Other			
List			
Totals			

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Form C

**Georgia Career Academies Project Line Item Budget Information Form
Career Academy Construction/Renovation**

Category <i>(add lines if needed)</i>	Career Academies Project Request \$ <i>(No more than \$3 million)</i>	Local Match (Cash) \$ <i>(if applicable)</i>	Local Match (In-Kind) \$ <i>(if applicable)</i>
New Construction (if applicable)			
Renovation Costs (if applicable)			
Travel			
Local			
Other			
Contractual Costs			
List			
Other			
List			
Totals			

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Planning and Implementation Timeframe

Form D

Month

			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives <i>(add lines if needed)</i>	Primary Activities	CAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														

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Evaluation and Improvement Plan

Form E

			Evaluation Frequency - Check One for Each Objective			
			Weekly	Monthly	Quarterly	Yearly
Evaluation Objectives <i>(add lines if needed)</i>	Evaluation Methods	Improvement Plan				
1						
2						
3						
4						
5						

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Score Sheet

	<i>Criteria</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1	Mission and Goals	4	
2	Career & College Focus	4	
3	Grade Levels	4	
4	Enrollment and Student Focus	4	
5	Structure	4	
6	Student Support	4	
7	Budget	4	
8	Charter School Law	4	
9	Faculty and Staff	4	
10	Governance and Leadership	4	
11	Standards and Curriculum	4	
12	Partnerships	4	
13	Evaluation	4	
14	Cycle of Improvement	4	
15	Need	4	
16	Timelines	4	
	Total Points - Criteria	64	

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Georgia Career Academies Project
Checklist

Part I

- _____ Cover Page (Form A)
- _____ Table of Contents
- _____ Line Item Budget 1 (Form B)
- _____ Line Item Budget 2 (Form C)
- _____ Budget Narrative 1
- _____ Budget Narrative 2

Part II

- _____ Technical Programmatic Proposal Narrative:
 - _____ Mission and Goals
 - _____ Planning and Implementation Timeframe (Form D)
 - _____ Evaluation and Improvement Plan (Form E)
 - _____ Narrative

Part III

- _____ Support information:
 - _____ Job descriptions and/or resumes
 - _____ Evidence of current charter status
 - _____ Construction/renovation information/timelines

Part IV

- _____ Additional Supplemental Information:
 - _____ Letters of Commitment/Memos of Understanding
 - _____ Charter Letter of Intent
 - _____ (Optional) Referenced literature/research
 - _____ (Optional) Supplemental Documentation