



GCCAP13

Solicitation for Grant Applications
2019 - 2020

TECHNICAL COLLEGE SYSTEM OF GEORGIA
Brian Kemp, Governor
Geoff Duncan, Lt. Governor

Solicitation for Grant Applications **(SGA)** 2019
Georgia College and Career Academies Project
(GCCAP13)

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Notice of Availability

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

Key Dates:

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

SGA Announcement/Posting	July 19, 2019
Startup GaDOE Performance Contract Submittal	Prior to GCCAP grant submission
GCCAP Application Deadline	September 19, 2019; 5:00 p.m.
Applicant Site Visits	September-November, 2019
Presentations by top ranked applicants	On or before November 22, 2019
Selection Announcement	December 5, 2019
Grant Fund (startup funds only) Availability	No sooner than January 2020
Grant Fund (construction/renovation) Availability	No sooner than January 2020
First Quarterly Report Due	March 31, 2019; 2020
Second Quarterly Report Due	June 30, 2019; 2020
Third Quarterly Report Due	September 30, 2019; 2020
Fourth Quarterly Report Due	December 9, 2019; 2020
Other Reports*	To Be Announced

- Quarterly reports are required on an ongoing basis and extend beyond the above mentioned dates.
- Please be aware that the GaDOE Policy, Charter Schools, District Flexibility and Governmental Affairs Division (GADOE) has different submission timelines and deadlines that precede those of the Technical College System.

Summary:

The Technical College System of Georgia (TCSG) announces the availability of approximately \$6 million in grant funds to create new College and Career Academies (CCA) in the State of Georgia.

While SB 161 (OCGA 20-4-37), signed by Governor Nathan Deal on May 11, 2011, established and defined a “college and career academy, the definition was further amended in SB 348 (OCGA 20-2-326) signed by Governor Nathan Deal on May 6, 2015, as follows: *“College and career academy” means a “specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.”*

Furthermore, SB 348 states that *“A charter school, charter system, or strategic waivers school system contract establishing a college and career academy shall include provisions requiring that the college and career academy have a governing board reflective of the school community and the partnership with*

decision-making authority and requiring that governing board members complete initial and annual governance training, including, but not limited to, best practices on school governance, the constitutional statutory requirements related to public records and meetings and the requirements of applicable statutes and rules and regulations.”

Through this initiative, the Georgia College and Career Academy Project (GCCAP) grants will be awarded in a competitive process and will support the development of College and Career Academies that serve high school students and, depending on local circumstances and needs, also allow for the possibility of serving adult learners in a community. These College and Career Academies will provide quality educational opportunities that will increase the percentage of students graduating from high school and help them make successful transitions to postsecondary education and career pathways that offer advancement and growth potential.

Training Requirements for CCA Governing Boards:

- **New Governing Board members of College and Career Academies and newly approved College and Career Academy Board members** must have a minimum of 7 hours of annual training as follows: (2) hours of Whole Board Governance Training within the Standards for Effective Governance of College and Career Academies. Two (2) hours of training on constitutional and statutory requirements relating to public records and open meetings and other applicable statutes and rules/regulations. These trainings must be conducted by TCSG Office of College and Career Transitions (OCCT) or any State Board of Education approved training provider. Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the roles of the CCA and its partners, aligned to the GaDOE College and Career Academy Partners’ Roles and Responsibilities Matrix. This training must be conducted by OCCT.
- **Existing Governing Boards and Members (serving one or more years)** must have a minimum of 5 hours of annual training: Two (2) hours of Whole Board Training within the Standards for Effective Governance of College and Career Academies. Trainings must be conducted by OCCT or any State Board of Education approved training provider. Three (3) hours of training that covers topics within the TCSG CCA Certification Standards, Community Workforce Development, and the roles of the CCA and its partners. This training must be conducted by OCCT or approved by OCCT.

CCA Certification and Pre-Certification Process:

SB 348 (Code 20-4-37) specifies that the Office of College and Career Transitions (OCCT) within the Technical College System of Georgia is responsible for providing oversight and support to College and Career Academies. Furthermore, Georgia law directs the Office of College and Career Transitions to create a certification process for College and Career Academies. (The GADOE College and Career Academy Partners’ Roles and Responsibilities Matrix is aligned with the certification standards and assurances.)

Certification (as defined below, excerpted in State Board Rule) can only be granted to a College and Career Academy that has been in operation for at least two years, since a new CCA needs time to fully implement the CCA model with fidelity. Therefore, new CCAs must begin the College and Career Academy Certification process within two years of their opening.

(j) **College and career academy certification** - a certification process, established by The Office of College and Career Transitions in collaboration with the Department of Education, for approval by the Technical College System of Georgia State Board and the State Board of Education. The Office shall be authorized to certify college and career academies. The State Board of Education shall accept certification by The Office as one component of determining compliance with charter and strategic waivers school system or charter system contract requirements. The State Board of Education may request supplemental information from charter petitioners, strategic waivers school systems, or charter systems. Any certification process shall require that the applicant demonstrates how the proposed college and career academy will increase student achievement, provide for dual credit and dual enrollment opportunities, increase work based learning opportunities, and address work force development needs; articulates how the collaboration between business, industry, and community stakeholders will advance work force development; demonstrates local governance and autonomy; and shows other benefits that meet the needs of the students and community. **Certification by The Office shall constitute a positive recommendation to the State Board of Education for renewal of a charter school or charter system pursuant to Code Section 20-2-2064.1 or an extension of a strategic waivers school system contract.**

Pre-certification is the term used when a new CCA is established or when a CCA is in operation but has not fully implemented the CCA model. Pre-certification of a CCA indicates that the OCCT and the certification team are satisfied that the agreement reached between a CCA governing board and its strategic partners relative to the decision-making roles and responsibilities of each partner is sufficient to show the CCA's capacity to become a high-quality CCA.

In the performance contract renewal process, pre-certification means that the school is not operating fully as a CCA but has been deemed to have the capacity to become a fully functioning CCA. Before the State Board of Education can grant a renewal to such a school, the CCA would need to demonstrate to OCCT during the pre-certification process that certain requirements are in place to "guarantee" the school will be eligible for actual certification in the third year.

The structure and format of the pre-certification visits may vary somewhat according to specific needs and developmental status of the CCA.

Funding Opportunity Description: See Attached SGA.

Award Information:

Award Amount

TCSG intends to fund two awards for new College and Career Academies. However, this does not preclude TCSG 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.

Approximately three million dollars (\$3M) of each of the awards will be allocated for construction/renovation. Approximately one hundred fifty thousand dollars (\$150,000) of each of the awards will be allocated as cash and services for startup needs related to include starting professional development, strategic-planning support, CEO training, and other trainings, as applicable.

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**. These contributions are also to be included in the budget forms and budget narrative.

Period of Performance

The selected Georgia College and Career Academies Project awardees must provide evidence of sustainability over a long-term period of time. This includes, but is not limited to, a strategic-planning process that is in place by the third year of implementation and a plan for review and revision, annually and at the five-year mark.

Eligibility Information:

Eligible applicants are partnerships with a signed Memorandum of Understanding. The eligible partnerships are Technical Colleges that are part of the Technical College System of Georgia in partnership with School District(s) or other Performance Contract eligible entity(ies).

Note:

- *College and Career Academies that have received the 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, or 2017, 2018 Georgia College and Career Academies Project grant are not eligible to apply for the 2019 Georgia College and Career Academies Project (GCCAP13) grant.*
- *The CCA property must be government owned/controlled.*
- *The CCA's fiscal agent is a government entity.*

Application Description 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

Cover Page (Form A) Table of Contents
Line Item Budget 1 (Form B)
Line Item Budget 2 (Form C)
Check List

Part II:

In narrative form, address your plan to implement each of the criteria below. Emphasize the explanation of criteria and address how your narrative matches each criterion. Relate how your decisions or choices were made based on industry needs within your community and/or region. Include any budget considerations, artifacts and evidence where appropriate. The proposal narrative should consist of a maximum of 40 single-sided, double-spaced pages with 12-point font and one-inch margins. The format outlined below will assist you as you prepare your documentation for submission.

- ***Criterion 1: Mission, Goals, and Need***
 - ***Implementation***
 - ***Budget Considerations***
 - ***Artifacts and Evidence***

Description:

A three to five-page summary of the initiative with stated Mission, Goals, and Need should include:

- The overall need/purpose and significance of the investment, which includes the Mission, Goals, and Need. Mission and goals should be developed by various stakeholders and address all areas identified in the Criteria I rubric. The applicant must provide bona fide opportunities for students to focus on and succeed at college and careers, raise student aspirations and commitment, increase student achievement and acquire and master employability skills.
- Evidence that the need exists in the local/regional area (based on evidence from the Needs Assessment) to identify the workforce and economic development needs of the community and/or region.
- Extent to which specific gaps or weaknesses in services, infrastructures, student data, or other challenges have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps and weaknesses.

- Description of the unique nature of the CCA and what will distinguish the CCA from a traditional high school CTAE program in its approach to preparing students for college and career.
- Identification of what the stakeholders/partners expect to accomplish and specific major activities that will be planned and implemented for the grant-funded periods. The following must be addressed: a) focus on education and training that meets the needs of local/regional business and industry, b) focus on college and careers to prepare students for various pathways, c) increased student achievement by providing support to students through close relationships with teachers and fellow students, rigorous and relevant curriculum, attainment of industry-relevant credentialing, and exposure to career and education options outside the high school, and d) focus on creating a culture that fosters the on-going development of employability skills.
- Implementation plan, including conducting on-going needs assessments and reporting to local stakeholders.
- Marketing plan (Part III Support Information to document the defined process for marketing the CCA to students, teachers, partners, and community.)

Form D provides a Five-Year Planning and Implementation Timeframe and outlines project activities matched with objectives, which includes Measurable Objectives, Primary Activities, and Timeframe. Applicants must include the GCCAP criterion to which each objective is directly linked (there can be more than one GCCAP criteria per objective).

Form E provides the Five-Year Evaluation and Improvement Plan and includes Objectives, Evaluation Methods, Improvement Plan and Evaluation Frequency.

Note: In determining the significance of the proposed project, the grantor will consider the likelihood that the proposed project will result in systematic change or improvement and/or the extent to which the proposed project is likely to build services that address the needs of the target student population and create a culture that fosters the on-going development of employability skills.

- **Criterion 2: Partnership, Governance, and Leadership**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

Strength, linkages, comprehensiveness, resources, and quality of the partnership and plan should include:

Demonstration that the proposed initiative will be implemented via a strategic partnership identifying key decision-making partners, including student support services partners. The applicant must identify key partners by entity/organization name, explain the meaningful role each key partner will play in the initiative and document resources leveraged from each partner. **The CCA Partners' Roles and Responsibilities Matrix (see Resources for link to the matrix) demonstrates the roles and responsibilities regarding shared decision-making authority of the CCA partners.**

- Organizational Chart to document the defined structure and roles of CCA Partnership (also referenced in Criterion 7 rubric and Part III of the SGA).
- Evidence of the adequacy of partner resources and support, including equipment, supplies and other resources, if appropriate. Collaborating partners must verify their roles through a letter of commitment detailing the roles, responsibilities and resources the partner is committing to the initiative.
- Demonstration of the ability of the lead partner to successfully manage the partnership;
- Description of the strength of the applicant's plan, budget, resources and community effort and other local support that gives evidence of long-term sustainability of the partnership and the initiative beyond the grant funded period;
- Evidence of local financial support through matching funds and/or in-kind contribution and/or other local support for at least one year.
- Evidence of the strength of the partnership by describing the continued support of the project after GCCAP funds end, including, as appropriate, the demonstrated commitment of the stakeholders and partners to support and help sustain the GCCAP initiative long-term. Describe how the partnership has the capacity to achieve the stated objectives, activities and measurable outcomes of the proposed GCCAP initiative, as well as the capacity to improve.
- Evidence of a strategic partnership that will transition or has transitioned into governing/organizational structure that incorporates the views of all stakeholders as follows: (a) Governing Board with broad representation and with the majority of the board being from the business/industry sector; (b) Public meetings of the Governing Board at least 6 times annually with monthly meetings encouraged; (c) Evidence of a healthy partnership between the academy and community; (d) Opportunities for student input; and (e) Plan for timely communication.
- Plan that demonstrates how the Local Board(s) of Education and CCA Governing Board, to include a Technical College President or designee, will work collaboratively through joint meetings and strategic planning sessions to support the overall partnership from planning to implementation and for on-going sustainability of the initiative.
- Evidence that indicates a strong partnership is in place that demonstrates the influence and involvement of all partners and the community within the initiative. This evidence must include Georgia Department of Education

Performance Contract and financial agreements and can also include, but is not limited to, descriptions of career pathway support, work- based learning, and teacher externship opportunities.

- Evidence that the partnership has the capacity and ability to collect, measure, analyze, manage and report data and other information.
- Training plan that shows commitment to conduct annual Governing Board training, as set forth by GADOE and TCSG to ensure growth and effective decision-making. At least one joint training of the GCCA Governing Board and the local Board of Education is recommended.
- Evidence that the organization and the management of the partnership demonstrate interaction between and among partners at each stage of the initiative, from planning to execution.
- Evidence of clearly defined organization of the CCA as demonstrated by a CCA organizational chart.

Form G, a Summary of the Commitment Letters from Partners, must be completed and placed before the actual letters of commitment.

- **Criterion 3: *Commitment and Sustainability***
 - ***Implementation***
 - ***Budget Considerations***
 - ***Artifacts and Evidence***

Description:

Sustainability of and commitment to the partnership should include:

- Evidence that the partnership has researched best practices of CCAs prior to application and will provide a five- year plan that includes needs assessment(s) and documentation of all aspects of CCA planning and implementation.
- Evidence of the commitment to support the kind of structure, student support, standards and curriculum deemed necessary for success of the CCA as determined by the needs assessment and aligned with Criteria 4,5, and 6. The applicant must provide a five-year plan that includes all major aspects of CCA planning and implementation. Additional points can be given for evidence of commitment to revise the strategic plan annually as needed and to rewrite the plan every five years that the CCA is in operation
- A strategic plan that projects, increases, and supports student enrollment both within the CCA's school district and also with partnering districts in order to encourage capacity for the regional enrollment of students. Plan should include benchmarks to increase student enrollment and to foster sustainability that is compatible with the five-year plan. The district strategic plan should include support of and commitment to the success of the CCA by the local Board(s) of Education

- **Criterion 4: *Plan to Address Workforce Development Needs***
 - ***Implementation***
 - ***Budget Considerations***
 - ***Artifacts and Evidence***

Description:

An effective plan to address workforce development needs should include:

- Evidence that all pathway development is driven by industry partners and aligns to regional and state economic needs. If student interest is considered in pathway selection and development, it must be supported by a career assessment inventory and the school district(s)' SMART goals and cannot solely drive the development or selection of pathways.
- Emphasis on STEM and other Georgia High Demand Careers Initiatives.
- Evidence that job opportunities for these pathways exist or will exist in community/region.
- Detailed description of how the workforce development needs align to the career academy initiative.
- Demonstration of a result-oriented approach to managing/operating the college and career initiative.
- Evidence that a majority of the CCA governing board consists of a cross-section of the business community and that the board will seek regular input from employer organizations, economic development organizations and other research and data sources and that consideration is given to including Ex-Officio members.

Form F allows the applicant to select high-demand careers.

□ **Criterion 5: Standards and Curriculum**

- **Implementation**
- **Budget Considerations**
- **Artifacts and Evidence**

Description:

An effective plan designed to implement high standards and rigorous curriculum should include:

- Evidence that curriculum meets, at a minimum, industry standards, Georgia Standards of Excellence secondary curriculum standards/frameworks (www.georgiastandards.org), TCSG/Board of Regents standards and other curriculum selected through the use of performance contract flexibility. Plan will indicate how literacy and numeracy skills will be explicitly integrated into instruction.
- Evidence that standards and curriculum are being reinforced through work-based learning experiences and that relevant professional learning will occur.
- Evidence of the active role of the advisory committees in developing and reinforcing curriculum.
- Curriculum and instruction that meets or exceeds standards for postsecondary entrance requirements, 21st Century Workplace Skills and citizenship.
- A plan to embed traditional academic subjects into career pathways, particularly science and math, to ensure rigor and relevance.
- A commitment to implementing teacher externships for both academic and CTAE teachers.
- Evidence that career pathways align with the local/regional workforce development needs.

Form F provides a listing of Career Pathways Courses addressed in the pathway and whether the course counts as Dual Enrollment.

Form G shows companies committed to externships.

- **Criterion 6: Plan to increase Dual Enrollment Student Participation**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

A written plan, based on coordination with postsecondary partners, to maximize student participation in the Dual Enrollment program based on the availability of career pathway offerings through the postsecondary institution(s) and includes:

- Goals with annual aggregate targets for earned Dual Enrollment credits.
- A plan for marketing the Dual Enrollment opportunities and developing strategies for helping students succeed.

Form F provides a listing of Career Pathways, courses addressed in the pathway, whether the course(s) counts as Dual Enrollment

- **Criterion 7: Faculty and Staff**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

Provide an effective project management structure and discuss the proposed staffing pattern includes:

- Detailed qualifications of key faculty and staff.
- Criteria for each level of hiring—meeting all credentialing requirements of the performance contract leadership, faculty administration, counselors and other staff.
- Detailed job description for the CEO position that indicates that the CEO will focus on building effective community partnerships. Additional points can be earned if the CEO position is a separate position from the building level administrator in charge of day-to-day operations of the CCA. The CEO should be accountable to the leaders of the partnership for the success of the CCA.
- Detailed job descriptions for key personnel in Part III, support Information, and an organizational chart that reflects defined personnel within the overall structure and governance of the CCA, including the following:
 - The time commitment, including professional development, of the proposed staff is sufficient to ensure proper direction, management, and timely completion of the project. The applicant should be able to describe the extent to which the proposed project training or professional development services for faculty, staff, and administrators are high quality and are appropriate in their intensity and duration to lead to improvements in practices.
 - The roles and responsibilities of staff (job descriptions) and

collaborative organizations are clearly defined and tied to objectives and activities.

- The background, experience, and other qualifications of the proposed staff will meet all credentialing requirements of the performance contract to carry out their designated roles.
- 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 expedient reporting to stakeholders and the grantor.
- The Organizational Chart will demonstrate a clear plan for communication among the CEO, Superintendent(s), Board(s) of Education, and the CCA Governing Board.
- Description of plans to implement best practices in how CEO and school district(s) leadership collaborate to develop and sustain relationships and clarify roles and responsibilities.

Form D provides space for capturing planning and implementation timeframe over five years.

- **Criterion 8: Plan to Increase Work-based Learning Opportunities**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

An effective plan to increase work-based Learning Opportunities includes:

- A strategy to establish work-based learning opportunities for students, including a structure utilizing designated personnel that will maximize employer and student participation and that align with the students' career pathways, high demand careers, and workforce development needs as evidenced in a formal needs assessment of the business/industry community and/or region.
- A strategy to simulate and/or provide within the CCA real-world, work-based learning experiences when on-site work-based learning is not feasible.
- Evidence of a plan to establish a full range of Career-Related Education opportunities including internships, apprenticeships, clinical rotation, etc.

- **Criterion 9: Grade Levels, Enrollment and Student Focus**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

In addition to the items addressed in Criteria 9, the applicant should outline the process used to address student enrollment and student focus, including the following:

- Open enrollment without bias, with an advisement and orientation plan.

- An emphasis on recruiting students who represent the culturally diverse demographics of the community being served by the CCA.
- Evidence of offering an adequate number of programs to address key workforce needs and attract adequate student enrollment.
- Evidence of working with local business community to promote local/regional workforce development.
- A plan for marketing Career Pathways to students and parents which includes, at a minimum, training sessions for high and middle school counselors, tours of the CCA for middle school students, and career fairs for both middle and high school students; a written recruitment program and selection process, and a comprehensive career advisement and counseling program.

Form D provides a Five-Year Planning and Implementation Timeframe outlining Measurable Objectives, Primary Activities and GCCAP Criteria per Objective

□ **Criterion 10: Student Support and Structure**

- **Implementation**
- **Budget Considerations**
- **Artifacts and Evidence**

Description:

An effective structure for providing support to students includes:

- Description of guidance/counseling services that includes a career/academic six-year plan (high-school /postsecondary/career) which is developed with input from parents and is updated on a regular basis.
- Evidence of partnerships with and commitments from local social service agencies and business partners, peer mentoring, and student support plan that will provide wrap around services that will address the social, emotional, physical, and financial needs of the students.
- Evidence that the CCA will provide a safe learning environment, as well as a spectrum of learning supports for academic and technical skill achievement. A teacher collaboration process that focuses on the integration of academics and career and technical education.
- Commitment to helping students reach their full potential by recognizing and celebrating student successes and achievements.

□ **Criterion 11: Evaluation and Cycle of Improvement**

- **Implementation**
- **Budget Considerations**
- **Artifacts and Evidence**

Description:

In determining the quality of the evaluation, the grantor will assess the extent that 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.

An effective plan for evaluation and continuous improvement includes:

- Evidence that baseline data will be established, evaluative measures are aligned with Performance Contract goals and that data will drive multiple measures for accurate reporting and evidence of effectiveness.

- Evidence of the partners' commitment to allocate resources for data analysis and provide for process, product and program evaluation.
- A plan for implementing an evaluation, analysis and feedback process that demonstrates the applicant's ability to measure objectives for ensuring feedback and a continuous cycle of improvement in the operation of the college and career academy. Objectives that drive evaluation of process, product and program outcomes should be clearly stated.
- Evidence that the CCA has the ability to collect, measure, analyze, manage and report data and other information in a timely manner to the grantor, and the Georgia Department of Education, as requested. The applicant must submit required financial and quarterly reports.
- A plan that provides appropriate entities and the local-regional community with periodic information and data about the GCCAP initiative.
- A plan to provide appropriate replication assistance.

Form E shows the Five-Year Evaluation and Improvement Plan and includes Evaluation Objectives, Evaluation Methods, Improvement Plan and Evaluation Frequency.

- **Criterion 12: Plan to increase Student Achievement**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**

Description:

In determining the significance of the proposed project, the grantor will consider the likelihood that the proposed project will result in systemic change and improvement and/or the extent to which the proposed project is likely to build local/regional capacity and sustainability to provide, improve, or expand services that address the needs of the target student population.

- A written plan for continuous improvement of teaching and learning that supports increased student achievement. Achievement is defined to include career and technical skill attainment, development of 21st century workplace skills (teamwork, communications, innovation, and problem-solving) and improvement of core academic skills of literacy and numeracy, and acquisition and mastery of employability skills.
- Appropriate indicator performance on the College and Career Ready Performance index (CCRPI) and may include other measures, such as cohort graduation improvement, college placement, job placement, and development of 21st century workplace skills.
- A description of strategies to measure professional development for teachers designed to develop problem-based, project-based, and inquiry-based instructional strategies across the career and technical curriculum.
- Strategies to develop and support Professional Learning Communities (PLC) that involve CTAE teachers and academic teachers. These PLCs will address the professional learning needs of CTAE and academic teachers located at the CCA and/or partner high schools. Furthermore, the plan will include collaborative instructional projects between the CCA and its business/industry partners, academic/CTAE teachers, postsecondary instructors, and other community partners.

- **Criterion 13: District Flexibility Performance Contract**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**
 - **Statement of Performance Contract Status**
 - **Copy of Performance Contract Submittal**
 - **Additional Evidence**

Description:

CCA proposal to the Georgia Department of Education for a Performance Contract (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) meets rules/regulations, incorporates appropriate waivers, has been approved by LBOE, includes a clear statement of the planned use of flexibility waivers , and has been recommended by GADOE to the State Board of Education for approval or has already been approved by the SBOE.

- **Criterion 14: Budget**
 - **Implementation**
 - **Budget Considerations**
 - **Artifacts and Evidence**
 - **Line Item Budget 1 (Form B) – Cash Award Portion of Award**
 - **Line Item Budget 2 (Form C) – Bonds Portion of Award**
 - **Form D - Planning and Implementation Timeframe Years 1-5**
 - **Form E - Five Year Evaluation and Improvement Plan**
 - **Additional Evidence (to include cash-flow analysis)**

Description:

Applicants must complete a detailed report outlining how they will use the funding to support quality improvement within the community and the economic development entities within the community, including innovative practices. Include within the report **Forms B, C, D and E**, as well as a cash flow analysis including:

- A description of the plan, budget, resources and community effort, and other local support to provide evidence of long- term sustainability of the partnership and the initiative.
- Evidence demonstrating local financial support through matching funds and/or in-kind contribution and/or other local support for at least one year (additional points earned for years two and beyond).
- Description of any deliverables, such as products, software, websites, models, curricula, etc., that will be developed or acquired with GCCAP grant funds.
- Detailed timeline for the construction, renovation and/or alterations on new government owned/controlled building(s)/facilities that will be used to house the college and career academy.

Part III: Support Information

- Job descriptions (2-page maximum each – maximum of 5 job descriptions, one specifically for the CEO)
- Statement of current Performance Contract status (1-page maximum)
- Construction/renovation information/timelines (3-page maximum)
- Organizational Chart
- Marketing Plan

Part IV: Additional Supplemental Information

- Letters of Commitment with LOC Cover page (form G)
- Copy of Performance Contract Submittal (no page limit)
- *School District(s) Strategic Plan(s) uploaded as part of the GaDOE Performance Contract*
- (Optional) Referenced literature/research (2-page maximum)
- (Optional) Supplemental information/documentation (5-page maximum)

The closing date for receipt of application under this SGA is September 19, 2019 at 5:00 p.m. Applications will be submitted electronically using the submittal site provided in the link below: <http://www.grantinterface.com/Common/Logon.aspx?eqs=ucxWAag0gAwJhXxmMroY5g2>

Official scoring will be done from submission of the electronic copy. One printed copy of the application must be received at the address below. 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. Applications that do not follow the required format as described in this notice or contain incorrect information may be eliminated from consideration for funding.

Note: *President's and Superintendent's original signatures must be on both the electronic copy and the printed copy. All materials must be received at the location stated below by 5:00 p.m. on September 19, 2019.*

Mailed application must be addressed to:

Jenny Williams, Director
Office of College and Career Transitions
Technical College System of Georgia
1800 Century Place, Suite 400
Atlanta, GA 30345

Hand delivered proposals will be received at the above address in the Offices of the Technical College System of Georgia, 4th Floor, no later than 5:00 p.m., September 19, 2019. 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 the Technical College System of Georgia guidelines.

Application Review Information:

The Criteria/Rubrics chart included in this announcement will be used in reviewing the Georgia College and Career Academies Project (GCCAP) 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."

The applicants with the highest rankings based on the 14 Criteria/Rubrics described on pages 23-36 will be asked to give a presentation before a panel. At least one member of the Board of Education for the K-12 partner will have a speaking role in the presentation. However, the final award determination will be based on the total of the scores of the 14 Criteria/Rubrics (maximum score of 84 points), on-site visit review of Roles and Responsibilities Matrix (maximum score of 2 points), presentation (maximum score of 12 points), and evidence showing a multi-district collaboration (maximum score of 2 points) for a potential total of 100 points. The maximum score for each criterion is either 4 or 8 points; fractional points can be awarded for each criterion within the range of zero to four or eight (e.g., 2.5 out of 4 points or 5.7 out of 8 points).

All applicants will receive an application review site visit during the months of September, October and November. The purpose of this site visit is two-fold: to substantiate information presented in the application and to assist the applicant in identifying any possible weaknesses so that they may be addressed prior to the formal presentation.

In the presentation, finalists will be asked to show an integration and alignment of the GCCAP initiative into State and/or local/regional human resource needs that support economic growth and development. This may be illustrated by summarizing the region's strategic vision and workforce education strategies, or describing how the proposed educational design aligns with those strategies. Each applicant will also have the opportunity to address its lowest ranked criteria from the rating process and any identified weaknesses during the application review site visit.

Finalists should be able to discuss additional factors, such as involvement or planned involvement in initiatives that integrate academic and career activities and plans for instructional delivery methodology using the latest technology. Any other parameters will be addressed at the request of the panel. Specific presentation information will be provided when the finalists are selected.

Award Administration Information:

All applicants will be notified of their award status before the grant's execution. Awarded applicants will be posted on the Georgia College and Career Academy webpage after all applicants have been notified.

Each grantee must submit quarterly progress reports to the Office of College and Career Transitions within the Technical College System of Georgia.

Agency Contact:

For further information please contact:

Jenny Williams

Telephone: 404-679-5830

Email: jwilliams@tcsg.edu

Other Resources of Interest to Applicants:

Georgia College and Career Academies (including *Best Practice Resources* such as: *Certification Manual, Organization Chart, CEO Job Description, MOUs, etc.*):

<https://tcsgeu/gcca/>

GCCA Partners' Roles and Responsibilities Matrix:

<http://pas.tcsgeu/Portals/1/FinalGCCAPartnersRandRChart2016916.xlsx>

Georgia Department of Education Policy, Charter Schools, District Flexibility and Governmental Affairs Office:

<http://www.doe.k12.ga.us/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>

Georgia Department of Education CTAE Capital Equipment Grant:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Facilities-Capital-Equipment-and-Equipment-Lists.aspx>

Georgia Curriculum Standards:

<http://georgiastandards.org>

Georgia Virtual Learning:

<http://www.gavirtualllearning.org/>

High Demand Career Initiative:

<https://tcsgeu/workforce-development/high-demand-career-initiative/>

GA Student Finance / Dual Enrollment Program Regulations:

<https://gsfc.georgia.gov/sites/gsfcc.georgia.gov/files/2019-Dual%20Enrollment.pdf>

You Science:

<https://www.youscience.com/>

21st Century Workplace Skills:

https://www.professionalpractice.org/about-us/skills_for_success_2/

National Career Academy Standards of Practice:

<https://www.ncacinc.com/nsop>

Criteria and Rubrics

Aligned to the National Career Academy
Standards of Practice, GA College & Career Academy
Certification Standards/Assurances,
Georgia DOE Policy - Charter Schools -District
Flexibility - and Governmental Affairs
Rules and Regulations,
Georgia Senate Bill 348, and Georgia Senate Bill 161

Criteria and Rubrics

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
<p>1 Mission, Goals, and Needs <i>(Aligned with NCAC I and GCCA Certification Standards & Assurances S1-A1, S1-A3, S3-A20, S4-A1)</i></p>	<p>Describe the overall need or purpose and significance of the investment which include the Mission, Goals, and Needs (based on the Needs Assessments). Provide evidence that the need exists in the local/regional area as well as what the stakeholders/partners expect to accomplish. Specify the major activities that will be planned and implemented for the grant- funded period. Included in the documentation should be a written definition of the college and career academy (CCA) mission and goals. These are developed by and available to administrators, teachers, students, parents, advisory board, governing board, and others involved in the academy. These include: a) Focus on education and training that meets the needs of local business/industry; b) Focus on college and careers to prepare students for various pathways; (c) Increase student achievement by providing support to students through close relationships with teachers and fellow students, rigorous and relevant curriculum, attainment of industry- relevant credentialing, and exposure to career and education options outside the high school; d) create a culture that fosters the on-going development of employability skills Describe the unique nature of the CCA and what will distinguish the CCA from a traditional high school CTAE program in its approach to preparing students for college and career and include a marketing plan for engagement of all stakeholders. Form D provides a 5 Year Planning and Implementation Timeframe outlining project Activities matched with Measurable Objectives, Primary Activities, GCCAP Criteria by Objective, and Timeframe for completion. Form E provides the 5 Year Evaluation and Improvement Plan and includes Evaluation objectives, Evaluation Methods, Improvement Plan and Evaluation Frequency.</p>	<p>Level 1 plus evidence that the CCA meets a need of the community to increase student achievement and workforce readiness, based on established data (AYP, College and Career Ready Performance Index, graduation rate, etc.), research and economic outlook.</p>	<p>Level 2 plus an implementation plan and evidence that the CCA meets a need of the community based on region and local collection of data qualitative and/or quantitative.</p>	<p>Level 3 plus strategies and evaluation methods that, at a minimum, focus on building viable and sustainable postsecondary, community, and business partnerships that are committed to successful placement of students into career and college opportunities. Furthermore, the implementation plan calls for conducting continuing needs assessments and reporting to local stakeholders.</p>

Criteria	Level 1 (Two Points Maximum)	Level 2 (Four Points Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>2 Partnerships, Governance, and Leadership <i>(Aligned with NCAC VI and GCCA Certification Standards & Assurances S1-A4, S1-A6, S1-A7, S1-A8, S1-A14, S1-A15, S1-A20, S1-A33, S1-A34, S1-A35, S1-A36, S1-A37, S2-A6, S2-A7, S2-A10, S4-A1, S4-A2, S4-A3, S4-A5, S4-A6, S4-A7, S4-A8, S4-A9, S4-A10, S4-A11, S4-A15)</i></p>	<p>Does Not Apply</p>	<p>There is a formalized strategic partnership (i.e. steering committee, planning committee) in place that is composed of key decision-making partners (including student support services partners). There is evidence that the partnership has agreed upon their roles and responsibilities, and their committed resources and support (i.e., in-kind, equipment, supplies). There is strong evidence that the organization and management of the partnership demonstrates planning between and among partners from planning the execution of the initiative. There is evidence of continued support by stakeholders and partners for long-term sustainability of the initiative.</p> <p>There is a clear plan to transition from the steering/planning committee to the Governing Board.</p>	<p>Does Not Apply</p>	<p>Level 2 Plus: The CCA has a governing structure in place that incorporates the views of all stakeholders as follows:</p> <ul style="list-style-type: none"> Governing Board with broad representation and with a majority of the members being from the business/industry sector. Governing Board to include the Technical College President or designee representative Public meetings of the Governing Board held a minimum of 6 times annually with monthly meetings recommended Evidence of a healthy partnership between the academy and community Opportunities for student input Plan for routine and timely communication <p>The Local Board of Education and Governing Board has a plan that will promote collaboration through joint meetings and strategic planning sessions to support the overall partnership from planning to execution of the initiative.</p> <p>Furthermore, there is a plan to conduct annual Board of Directors training as set forth by GaDOE and TCSG to ensure growth and effective decision-making. At least one joint training of the GCCA Governing Board and the local Board of Education, and LSGT, if applicable, is recommended.</p> <p>In addition to the Performance Contract and financial agreements, there is evidence that indicates strategic partnerships with the school district, technical college, and business/civic community. There is strong evidence that the CCA plans to link high school to its host community and involve members of the employer, higher education and civic community and includes student support services. Evidence includes a mechanism for partners' influence and involvement in career pathways within the local economy, work-based learning, and other experiential components such as job-shadowing, mentoring, guest speakers, and citizenship emphasis.</p> <p>The partnership has the capacity (i.e., personnel, software) to collect, analyze, and report data on the quality of the partnership.</p> <p>Form G provides a summary of commitment letters from CCA partners. Applicant should provide a copy of organizational chart for CCA</p> <p><i>*The applicant should provide an organizational chart of the CCA partnership.</i></p>

Note: Additional resources located on pages 20-21 of the SGA

See the Resource Page (pp 20-21) for a link to the CCA Partners' Roles and Responsibilities Matrix which demonstrates the roles and responsibilities regarding shared decision-making authority of the CCA partners

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>3</p> <p>Commitment to Long- Term Sustainability</p> <p><i>(Aligned with GaDOE Performance Contract Rules/Regulations and GCCA Certification Standards & Assurances</i></p> <p>S1-A9, S1-A13, S1-A14, S1-A18, S1-A20, S1-A27, S1-A33, S1-A34, S2-A1, S3-A19, S3-A20)</p>	Does Not Apply	Does Not Apply	Does Not Apply	<p>The Board of Education’s strategic plan demonstrates that the Board of Education is committed to long-term sustainability of the College and Career Academy and gives specific examples of how the CCA will impact the overall success of the students in the school system and regional/local workforce development.</p> <p>Evidence includes board meeting minutes and agendas showing approval of the strategic plan that includes support of and commitment to the CCA.</p> <p>Local Board of Education Strategic Plan is included in application packet.</p> <p>Form D provides a Five-Year Planning and Implementation Timeline template.</p>

Note: Additional resources located on pages 20-21 of the SGA.

*A Needs Assessment is a systematic set of procedures that are used to determine needs, examine their nature and causes and set priorities for future action.

*A Strategic Plan reflects a more detailed process of defining strategy or direction and making decisions on allocating resources to pursue the strategy.

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>4</p> <p>Plan to address Workforce Development Needs <i>(Aligned with NCAC VIII and GCCA Certification Standards & Assurances S1-A3, S1-A12, S1-A18, S1-A31, S1-A32, S2-A2 S4-A1, S4-A2, S4-A3, S4-A4, S4-A5, S4-A6, S4-A7, S4-A8, S4-A9, S4-A10, S4-A11, S4-A12, S4-A13, Sr-A14, S4-A15, S3-A19)</i></p>	<p>The CTAE pathways under development should be driven by industry partners and should identify their needs in the region of the state or the state at large. Consideration can be given to student interests as evidenced by a formal career assessment inventory and school district(s) SMART goals. However, the decisions regarding pathway selection and development focus on workforce needs. A significant percentage of the CCA's pathways are targeted at key regional industry sectors as identified by a local economic development authority or similar entity, including careers that emphasize science, technology, engineering, and mathematics (STEM) skills.</p> <p>Applicants must be able to demonstrate a result- oriented approach to managing and operating the College and Career 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 the significance and impact of key GCCAP criteria. This could also be achieved by selecting leadership for the college and career academies who can be successful in both business and education communities.</p>	<p>Does Not Apply</p>	<p>Does Not Apply</p>	<p>Level 1 plus evidence that a majority of the CCA governing board consists of employers, and that the board, on a regular basis will seek and act upon input from employer organizations, economic development organizations, and other research and data sources, as to the overall direction of the economy and workforce, particularly with regard to innovation and economic growth. There is evidence that consideration is given to adding ex-officio members while still maintaining business/industry as the Board majority.</p> <p>There is also evidence that the CCA plans to actively market and recruit students into pathways that were identified in the needs assessment, emphasize STEM and other Georgia High Demand Career Initiatives programs and are considered vital for economic development. There is evidence that job opportunities for these pathways exist or will exist in the community/region.</p> <p>Form F will allow participants to select potential career pathways and Dual Enrollment options</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>5</p> <p>Standards and Curriculum <i>(Aligned with NCAC VII and GCCA Certification Standards & Assurances S1-A9, S3-A5, S3-A7, S3-A9, S3-A15, S4-A6, S4-A9, S4-A13)</i></p>	<p>Curriculum meets, at a minimum, Industry standards, Georgia Standards of Excellence secondary curriculum standards/frameworks (www.georgiastandards.org)-TCSG/Board of Regents standards and/or other curriculum selected through the use of performance contract flexibility. Plans indicate how literacy and numeracy skills will be explicitly integrated into instruction for all programs.</p> <p>Evidence that the standards and curriculum are being reinforced through work- based learning experiences.</p> <p>Evidence is given for rigorous and relevant professional development, including problem-based and inquiry-based instruction.</p> <p>Evidence for an adequate number of pathway offerings. Evidence for the role of advisory committees in developing and refining curriculum.</p> <p>Evidence that pathway offerings are determined using information provided by business/industry.</p> <p>Form F - provides a listing of Career Pathways, Courses addressed in the pathway, whether the course counts as Dual Enrollment.</p> <p>Form G shows companies committed to externships.</p>	<p>Does Not Apply</p>	<p>Does Not Apply</p>	<p>Level 1 plus</p> <p>the curriculum and instruction are developed in conjunction with local industry and meets or exceeds standards and postsecondary entrance requirements, while focusing learning around career pathways which meet industry standards.</p> <p>There is evidence for the inclusion of 21st Century Workplace Skills and citizenship components in all career pathways offered.</p> <p>Furthermore, there is evidence that addresses how the CCA will embed traditional academic subjects, into career pathways to ensure both rigor and relevance.</p> <p>Additionally, a commitment must be made to implement teacher externships for both academic and CTAE teachers.</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>6</p> <p>Plan to increase Student Participation in Dual Enrollment <i>(Aligned with NCAC VIII and GCCA Certification Standards & Assurances S1-A11, S1-A12, S2-A9, S3-A13, S3-A18, S4-A9, S4-A15)</i></p>	<p>A written plan, based on coordination with postsecondary partners, that aims to maximize student participation in the Dual Enrollment program annually based on the availability of career pathway offerings through the postsecondary institution(s).</p> <p>The Technical College liaison who is college-based and works directly with the CCA, will be involved in helping the CCA focus on Dual Enrollment program targets for dual enrollment described in the written plan.</p> <p>Form F - provides a listing of Career Pathways, Courses addressed in the pathways, whether the course(s) counts as Dual Enrollment.</p>	<p>Level 1 plus Georgia Department of Education performance contract (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) goals with annual aggregate targets for the number of Dual Enrollment credits students will earn, through the Dual Enrollment program, and with targets that maximize dual enrollment opportunities on an annual basis.</p>	<p>Level 2 plus Description of strategies to be used by all staff, especially counseling personnel, to provide information and encouragement to students that help them participate in the Dual Enrollment program, with a commitment by the postsecondary partner to provide recruitment services.</p> <p>Additionally, the CCA will partner with the postsecondary institution to assist students for postsecondary entrance exams.</p>	<p>Level 3 plus Description of strategies for professional development and professional collaboration for instructors at the secondary and postsecondary levels related to increasing Dual Enrollment participation.</p> <p>Artifacts included alignment of programs of study supported by business and industry needs within the community.</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
<p>7</p> <p>Faculty/Staff to include: Staff Personnel; CEO; Building Level Administrators; Qualified Instructors/Faculty</p> <p><i>(Aligned with NCAC IV & V and GaDOE Performance Contract Rules/Regulations and GCCA Certification Standards & Assurances S1-A8, S1-A15, S1-A16, S1-A17, S1-A21, S1-A22-S1-A23, S2-A3, S2-A8, S3-A8, S4-A12)</i></p>	<p>Applicant must describe the proposed project management structure and discuss the proposed staffing patterns and expected qualifications of key faculty and staff members.</p> <p>Job descriptions are clearly defined and available for all positions, including the position of Chief Executive Officer (CEO).</p> <p>An Organizational Chart is included to document the defined structure and positions of personnel and demonstrate a clear plan for communication among CEO, Superintendent(s), Board(s) of Education, and CCA Governing Board</p>	<p>Level 1 plus</p> <p>There is established criteria for each level of hiring that meets all credentialing requirements of the charter, leadership, faculty administration, counselors and other staff, to include data collection and analysis personnel for expedient reporting purposes.</p>	<p>Level 2 plus</p> <p>The CEO will focus on building effective community partnerships, including evidence that there is a plan for clear communication and collaboration among the CEO, Superintendent(s), Board(s) of Education, and Governing Board in building such partnerships.</p>	<p>Level 3 plus</p> <p>the CEO is established as a separate position from the Building Level Administrator in charge of the day-to-day operation of the CCA.</p> <p>There is evidence of a well-defined written professional development plan for all administrators, faculty, and staff that leads to improvement in their practices.</p> <p>This professional development plan must also include leadership training for new CEOs and an annual training for members of the Governance Board. The hiring of the CEO is driven by business and industry leaders who are the majority of the Governing Board. If a CEO is hired without a business/industry background, appropriate business/industry professional development will follow.</p> <p>MOUs are in place to expand the Dual Enrollment instructor capacity through the use of CCA staff becoming credentialled as college instructors.</p> <p>Evidence of planning focused on the use Alternative means of instructional delivery</p> <p>Applicant can describe the structure of the partnership as key leaders change over the years. Applicant can describe plans to implement best practices in how CEO and school district(s) leadership collaborate to develop and sustain relationships and clarify roles and responsibilities.</p> <p>Form D provides Five-year Planning and Implementation</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
<p>8</p> <p>Plan to increase Work-based Learning Opportunities</p> <p><i>(Aligned with NCAC VIII and GCCA Certification Standards & Assurances S2-A2, S3-A11, S3-A15, S3-A18, S4-A4, S4-A5)</i></p>	<p>Evidence of strategies to establish work-based learning opportunities during the course of studies at the CCA.</p>	<p>Level 1 plus evidence of faculty and administrative responsibilities for building work- based learning systems and structures utilizing dedicated personnel to maximize employer and student participation.</p>	<p>Level 2 plus evidence that when work-based learning is not feasible because of logistical, security or age constraints, a program include strategies to simulate or provide within the CCA real-world, work-based learning experiences. Work-Based Learning Opportunities will align with the students' career pathways, high demand careers and workforce development needs as evidenced in a formal needs assessment of the business/industry in the community and or regions.</p>	<p>Level 3 plus evidence that the CCA will work to establish a full range of Career-Related Education opportunities, including internships, apprenticeships, clinical rotations, and that the CCA will actively pursue a high level of implementation of industry standards.</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
<p>9</p> <p>Grade Levels, Enrollment and Student Focus</p> <p><i>(Aligned with NCAC II, GaDOE Performance Contract Rules/Regulations and GCCA Certification Standards & Assurances S1-A17, S2-A4, S2-A7, S2-A11, S3-A2, S3-A4, S3-A11, S3-A13)</i></p>	<p>Comprehensive enrollment and/or service plan to include:</p> <ul style="list-style-type: none"> Open enrollment without bias, with an advisement and orientation plan. An emphasis on recruiting students who represent the culturally diverse demographics of the community being served by the CCA. Evidence of offering an adequate number of programs to address key workforce needs and attract adequate student enrollment. Evidence of working with local business community to promote local and regional workforce development. 	<p>Level 1 plus</p> <p>evidence of marketing Career Pathways to students and parents which includes, at the least, training sessions for high and middle school counselors, tours of the CCA for middle school students, and career fairs for both middle and high school students.</p>	<p>Level 2 plus</p> <p>a written recruitment program and selection process that is widely available.</p> <p>Form D provides a Five-Year Planning and Implementation Timeframe outlining Measurable Objectives, Primary Activities and GCCAP Criteria per Objective</p>	<p>Level 3 plus</p> <p>a comprehensive career advisement and counseling program that includes participation of the local business community.</p> <p>Evidence includes a personalized student support structure including valid assessments of student career aptitudes and interests, counseling, advisement, mentoring, individual graduation plans, and career guidance.</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
10 Student Support and Structure <i>(Aligned with NCAC II and GCCA Certification Standards & Assurances S1-A35, S1-A36, S2-A4, S2-A7, S2-A11, S3-A2, S3-A4, S3-A5, S3-A10, S3-A11, S3-A12, S3-A14)</i>	Evidence that the CCA can provide access to wrap around services that will address the physical, social, emotional, and financial needs of the students and that engages and partners with business as well as a spectrum of learning supports for academic and technical skill achievement. Furthermore, evidence shows that the CCA provides a “small learning community” environment with a nurturing, personalized and supportive atmosphere.	Level 1 Plus Evidence of a plan and a commitment from community social service agencies to collaborate on providing services to students (i.e., Family Connections, Operation Early Intervention, Housing Authority, Health Department)	Level 2 Plus Evidence of a plan for recognition of student success	Level 3 plus Evidence of the partnership’s commitment to helping students meet their full potential by recognizing and celebrating students’ successes and accomplishments (individuals and groups), such as post-graduate job placement, internships, scholarships, and other achievements.

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Max)	Level 2 (Two Point Max)	Level 3 (Three Point Max)	Level 4 (Four Point Maximum)
<p>11</p> <p>Evaluation and Cycle of Improvement <i>(Aligned with NCAC V & X and GaDOE Performance Contract Rules/Regulations and GCCA Certification Standards & Assurances S1-A2, S1-A34, S2-A1, S2-A5, S2-A6, S3-A3, S3-A6, S3-A16, S3-A17, S4-A4, S4-A6, S4-A14)</i></p>	Does Not Apply	Does Not Apply	Does Not Apply	<p>Evaluation aligned with Performance Contract goals using data-driven measures for accurate reporting.</p> <p>Agreement to partner with GADOE and the TCSG Office of College and Career Transitions for data analysis efforts.</p> <p>Include a plan for implementing an evaluation, analysis, and feedback process to measure objectives supporting a continuous cycle of improvement in operating the CCA.</p> <p>Objectives that drive evaluation of process, product and program outcomes should be clearly stated.</p> <p>Provide timely and frequent (quarterly and annual) data-driven reports to grantor and all partnership stakeholders that demonstrate a commitment to an on-going evaluation and continuous improvement process.</p> <p>Evidence includes a commitment to assist others in replication that includes effective strategies.</p> <p>At a minimum, the evaluation process will include certification with TCSG and annual reports, including data reporting as required by TCSG and GADOE. These annual reports will be completed in collaboration with the partnering school district(s).</p> <p>Form E which shows the Five-Year Evaluation and Improvement Plan – includes Evaluation objectives, Evaluation Methods,</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (Two Point Maximum)	Level 2 (Four Point Maximum)	Level 3 (Six Point Maximum)	Level 4 (Eight Point Maximum)
12 Plan to increase Student Achievement <i>(Aligned with NCAC V, IX, X and GCCA Certification Standards & Assurances S1-A9, S2-A5, S3-A1-A20)</i>	A written plan for continuous improvement of teaching and learning that supports increased student achievement., including the acquisition and mastery of employability skills	Level 1 plus Description of professional development for teachers to develop problem- based, project-based, and inquiry-based instructional strategies across the career and technical curriculum.	Level 2 plus Strategies to measure the effectiveness of individual teachers in utilizing problem-based, project-based, and inquiry-based instructional strategies.	Level 3 plus Strategies to develop and support Professional Learning Communities (PLC) that involve CTAE teachers and academic teachers. These PLCs will address the professional learning needs of CTAE and academic teachers located at either the CCA and/or partner high schools Furthermore, the plan will include collaborative instructional projects between the CCA and its business/industry partners, academic/CTAE teachers, postsecondary instructors, and other community partners.

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
<p>13</p> <p>District Flexibility Performance Contract</p> <p><i>(Aligned with NCAC III & X and GCCA Certification Standards & Assurances A1-2, A1-S5, S1-A13, S1-A32, S4-A9, S5-A1-5)</i></p>	<p>CCA has not proposed a Georgia Department of Education Performance Contract (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) or the proposal was made, but needs substantive revisions</p>	<p>CCA proposal to the Georgia Department of Education for a Performance Contract. (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) needs moderate revisions.</p>	<p>CCA proposal to the Georgia Department of Education for a Performance Contract. (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) needs minimal revisions.</p>	<p>CCA proposal to the Georgia Department of Education for a Performance Contract (GCCA within a charter system contract, GCCA within a SWSS contract, GCCA with a stand-alone contract) meets rules/regulations, incorporates appropriate waivers, has been approved by LBOE, includes a clear statement of the planned use of flexibility waivers, and has been recommended by GADOE to the State Board of Education for approval or has already been approved by the SBOE.</p>

Note: Additional resources located on pages 20-21 of the SGA.

Criteria	Level 1 (One Point Maximum)	Level 2 (Two Point Maximum)	Level 3 (Three Point Maximum)	Level 4 (Four Point Maximum)
14 Budget <i>(Aligned with NCAC III, GADOE Performance Contract Rules/Regulations and GCCA Certification Standards & Assurances S1-A10, S1-A18, S1-A19, S1-A24, S1-A25, S1-A26, S1-A27, S1-A28, S1-A29, S1-A30, S1-A31, S4-A3, S4-A11, S4-A12)</i>	<p>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. The following forms must be included with application:</p> <p>Form B – Line Item Budget – Planning and Implementation</p> <p>Form C – Line Item Budget – Construction/Renovation</p> <p>Form D – Planning and Implementation Timeframe – Years 1-5</p> <p>Form E – Five Year Evaluation and Improvement Plan</p>	<p>Level 1 plus demonstrated local financial support through matching funds, in kind contributions, and/or other local support for two years is signed by partners.</p>	<p>Levels 2 plus demonstrated local financial support through matching funds, in kind contributions, and/or other local support for five years.</p>	<p>Levels 3 plus demonstrated local financial support through matching funds, in kind contributions, and/or other local support for ten years. Community effort gives evidence of long-term sustainability. Provide a cash flow analysis from the school district system acting as a fiscal agent.</p> <p>Provide narrative around how innovative ideas will be used with funding.</p> <p>Evidence of a plan to use dual enrollment funding to extend dual enrollment opportunities for the college and career academy and the technical college.</p>
Total Points (Maximum possible) = 84				

Note: Additional resources located on pages 20-21 of the SGA.

Instructions for the
GCCAP Application Form A

Instructions for the GCCAP 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>a. Type of Application: (Required) Identify:</p> <ul style="list-style-type: none"> • New College and Career Academy. Applicant is proposing to implement a College and Career Academy that does not currently exist. <p>b. Type of Application: (Required) Select one of the following two choices:</p> <ul style="list-style-type: none"> • Single K-12 School District. Partnership for the applicant's proposal consists of one School district working with the college and business partners. • Multiple K-12 School Districts. Partnership for the applicant's proposal consists of more than one school district under a joint charter working with the college and business partners.
2.	Date Submitted. (Required) Enter the date submitted.
3.	Applicant. (Required) Organization/entity submitting the application.
4.	Date/Time Received by TCSG. Leave this field blank. This date will be assigned by TCSG.
5.	TCSG Application Identifier. Leave this field blank. This identifier will be assigned by TCSG, if Applicable.
6.	<p>Applicant Information.</p> <p>a. Legal Name. (Required) Enter the legal name of applicant that will undertake the assistance activity.</p> <p>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.</p> <p>c. Address. Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required), Zip/Postal Code (Required).</p> <p>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.</p>
7.	Areas Affected by Project. (Required) List the areas or entities using the categories (e.g. cities and counties).
8.	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 College and Career Academy).
9.	Total Amount of GCCAP Grant Funds Requested: (Enter Grant Fund Request).
10.	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.

GCCAP Forms A – H

Including Score Card and Checklist

**Georgia College and Career Academies Project (GCCAP)
Cover Page: Form A – GCCAP13**

Application for Georgia College and Career Academies Project Assistance

*1a. Type of Application:

New College and Career Academy

*1b. Type of Application

Single School District Partnership

Multiple School District Partnership

*2. Date Submitted:

*3. Applicant:

TCSG Use Only

4. Date/Time Received by TCSG:

5. TCSG 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 designated person regarding content of application:

Prefix: _____

*First Name: _____

Middle Name: _____

*Last Name: _____

Suffix: _____

*Title:

*Organizational Affiliation:2

*Telephone Number (w/ extension if applicable):

*Fax Number:

*Email:

7. Areas Affected by Project (Cities and Counties):

8 Title of Applicant's Project:

9. Total Amount of GCCAP Grand Funds Requested: \$ _____

10 . Estimated Funds:

*a. GCCAP Grant \$ _____

*b. Applicant _____

*c. State _____

*d. Local _____

*e. Other _____

***f. TOTAL \$ _____**

Application for Georgia College and Career Academies Project Assistance-GCCAP13

11. *By signing this application, I certify that the College and Career Academy will participate, to the fullest extent possible, with program evaluations coordinated by the TCSG Office of College and Career Transitions, to include full participation in Georgia Career and College Network which incorporates CEO Training and Board Training.
 ** I AGREE

12. *By signing this application, I certify that the College and Career Academy will pursue, within two years after opening the school to students, the Certification developed by the TCSG Office of College and Career Transitions and as referenced in this application.
 ** I AGREE

13. *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 (U. S. Code Title 218, Section 1001, including the withdrawal of any and all GCCAP grant funds by grantor).
 ** I AGREE

14. *By signing this application, I certify that I agree to the following criteria:
 A.) Renovations and/or alterations must be on government owned/controlled property;
 B.) CEO position (an external position) must be separate from Building Administrator, trained in business/industry and reports to leaders of the partnership and recognized as other than building line item.
 C.) Marketing Plan is in place to include K-12 external and internal communication, website development and maintenance, co-signage with post-secondary partners.
 ** I AGREE

Contact Person:

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

*Title: _____

*Telephone Number (w/ extension if applicable): _____ *Fax Number: _____

*Email: _____

College President:

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

*Title: President

*Telephone Number (w/ extension if applicable): _____ *Fax Number: _____

*Email: _____

*Signature of President: _____ *Date Signed: _____

Technical College System of Georgia
Office of College and Career Transitions
Solicitation for Grant Application 2019

Superintendent:	
Prefix: _____	*First Name: _____
*Last Name: _____	
Suffix: _____	
*Title: Superintendent	
*Telephone Number (w/ extension if applicable): _____	*Fax Number: _____
*Email: _____	
*Signature of Superintendent: _____	*Date Signed: _____

Board of Education Chairperson:	
Prefix: _____	*First Name: _____
*Last Name: _____	
Suffix: _____	
*Title: BOE Chairperson	
*Telephone Number (w/ extension if applicable): _____	*Fax Number: _____
*Email: _____	
*Signature of BOE Chairperson: _____	*Date Signed: _____

Technical College System of Georgia
Office of College and Career Transitions
Solicitation for Grant Application 2019

Form B – GCCAP13			
Georgia College and Career Academies Project Line Item Budget Information Form College and Career Academy Project Start Up Funds (CASH PORTION OF AWARD)			
Category (add lines if needed)	Georgia College and Career Academies Project Request \$ (No more than \$150,000)	Local Match (Cash) \$ (if applicable)	Local Match (In-Kind) \$ (if applicable)
Equipment			
Supplies			
Personnel			
CEO			
Building Administrator			
Qualified Instructors			
Qualified Staff			
Travel			
Local			
Other			
Contractual Costs (to include the cost of teacher/school leadership training and curriculum development)			
Innovative Practices (list expenses)			
Other			
Totals			

Five Year Planning and Implementation Timeframe

Form D –GCCAP 13 Year One

			Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives (add lines if needed)	Primary Activities (to include CEO professional development)	GCCAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														
6														

Planning and Implementation Timeframe

Form D – GCCAP13 Year Two

			Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives (add lines if needed)	Primary Activities (to include CEO professional development)	GCCAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														
6														

Planning and Implementation Timeframe

Form D – GCCAP13 Year Three

			Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives (add lines if needed)	Primary Activities (to include CEO professional development)	GCCAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														

Planning and Implementation Timeframe

Form D – GCCAP13 Year Four

			Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives (add lines if needed)	Primary Activities (to include CEO professional development)	GCCAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														

Planning and Implementation Timeframe

Form D – GCCAP13 Year Five

			Month											
			1	2	3	4	5	6	7	8	9	10	11	12
Measurable Objectives (add lines if needed)	Primary Activities (to include CEO professional development)	GCCAP Criteria Addressed by Objective												
1														
2														
3														
4														
5														

Five Year Evaluation and Improvement Plan
 (This form supports anticipating future issues for objectives outlined in Form D and planning for improvement)

Form E – GCCAP13

	Objectives (add lines if needed)	Evaluation Methods (How will you evaluate the objectives?)	Improvement Plan (What will you do to)	Evaluation Frequency - Check One for Each Objective			
				Weekly	Monthly	Quarterly	Yearly
1							
2							
3							
4							
5							

**Potential Career Pathways and Dual Enrollment
 GCCAP13-- Form F**

Pathway Name	Course Name(s) (Include all required courses as well as related courses)	Will the course be taught as a Dual Enrollment course? (Yes or No)	Related Industry in Community (Name and Type)	Is this a High-Demand Career? (Yes or No)	
Pathway Name					
Pathway Name					
Pathway Name					

Executive Summary – Form H– GCCAP13

Your executive summary should be a brief overview (maximum 2 pages) of your grant application; the executive summary's purpose is to consolidate the primary points included in your grant. The summary should be organized based on the sequence of information presented in your grant application. A typical format would include the following components:

- be possibly 5-10% or so of the length of the main application (2-page limit)
- be written in language appropriate for the target audience
- consist of short and concise paragraphs
- start with a summary
- be written in the same order as the main application
- only include material present in the main application
- provide a justification
- have a conclusion
- be able to be read separately from the main report

Example of Headings:

Summary

Justifications

Conclusion

****Note: Limit to two pages.**

Technical College System of Georgia
Office of College and Career Transitions
Solicitation for Grant Application 2019

Score Sheet – GCCAP13			
Criteria		Number of Points Possible	Number of Points Awarded
1	Mission, Goals, and Need	4	
2	Partnerships, Governance, and Leadership	8	
3	Commitment and Sustainability	8	
4	Plan to Address Workforce Development Needs	8	
5	Standards and Curriculum	8	
6	Plan to Increase Student Participation in Dual Enrollment	8	
7	Faculty and Staff	4	
8	Plan to Increase Work-based Learning Opportunities	8	
9	Grade Levels, Enrollment, and Student Focus	4	
10	Student Support and Structure	4	
11	Evaluation and Cycle of Improvement	4	
12	Plan to Increase Student Achievement	8	
13	District Flexibility Performance Contract	4	
14	Budget	4	
	Presentation (for finalists only)	12	
	Multi-district Initiative	2	
	On-site review of Roles and Responsibilities Matrix	2	
Total Maximum Points		100	

Georgia College and 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 Information for Criteria 1-14

Part II – Technical Programmatic Proposal Criteria and Narratives

- _____ Mission, Goals, and Need (three (3) to five (5) pages)
- _____ Planning and Implementation Timeframe (Form D – Year One)
- _____ Planning and Implementation Timeframe (Form D – Year Two)
- _____ Planning and Implementation Timeframe (Form D – Year Three)
- _____ Planning and Implementation Timeframe (Form D – Year Four)
- _____ Planning and Implementation Timeframe (Form D – Year Five)
- _____ Five Year Evaluation and Improvement Plan (Form E)
- _____ Career Pathways and Dual Enrollment (Form F)
- _____ Cover Page for Letters of Commitment from Partners (Form G)
- _____ Executive Summary (Form H) (2-page maximum)

Part III – Support Information:

- _____ Job descriptions (2-page maximum each – maximum 5 job descriptions, one specifically for the CEO)
- _____ Statement of current Performance Contract status (1-page maximum)
- _____ Construction/renovation information/timelines (3-page maximum)
- _____ Organizational Chart
- _____ Marketing Plan (2-page maximum)

Part IV – Additional Supplemental Information:

- _____ Letters of Commitment with LOC Cover page (Form G)
- _____ Copy of GaDOE Performance Contract Submittal (no page limit)
- _____ *School District(s) Strategic Plan(s) uploaded as part of the GaDOE Performance Contract*

- _____ Copy of GCCA Partnership Roles & Responsibilities Matrix
- _____ (Optional) Referenced literature/research (2-page maximum)
- _____ (Optional) Supplemental information/documentation (5-page maximum)
- _____ Copy of Memorandum of Understanding (MOU)