



**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

**Office of P-16 Initiatives
Georgia Early College Initiative
Request for Proposals 2008**

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Introduction

The Georgia Early College Initiative at the Board of Regents of the University System of Georgia is pleased to request proposals to develop five new Early College school partnerships in the state of Georgia to open in Fall 2010. The Pre-School through College (P-16) Department of the Board of Regents of the University System of Georgia serves as the Intermediary for the Georgia Early College Initiative. It is the Intermediary's role to offer leadership and support for Early Colleges in Georgia; provide technical assistance and professional development for each site to help ensure a successful experience for the Early College students; and study the model with an eye towards replicating the program and its successful strategies across the state. In 2004, the Bill and Melinda Gates Foundation awarded a \$2 million, five-year grant to the University System of Georgia P-16 Department to support the opening of five Early College schools. Also in 2004, the Robert W. Woodruff Foundation provided an additional \$2 million in matching funds to spread over three years. The program also receives in-kind contributions from the P-16 Department as well as the individual sites college and community partners. ACCEL funds pay for college tuition for students taking dual enrollment courses on the college campus. Local and State FTE funds sustain Early College schools for ongoing costs associated with facilities, teacher salaries, transportation, etc. In 2007, the Chancellor of the University System of Georgia allocated an additional \$1.2 million per year to open six additional Early Colleges in Fall 2008. As of November 2008, the Intermediary has supported the opening of twelve schools across the state of Georgia and will see its next group of five schools begin planning in 2009-2010 and open in 2010-2011. The existing schools and their partnerships are as follows:

- 1) ALBANY EARLY COLLEGE – Albany, GA
State Funded Site Opened 7-12 model on college campus in FY09

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Partners: Albany State University and Dougherty County Schools

2) CARVER EARLY COLLEGE – Atlanta, GA

Gates/Woodruff Funded Site Opened 9-12 model in independent facility FY06

Partners: Georgia State University and Atlanta Public Schools

3) DEKALB EARLY COLLEGE ACADEMY (DECA) – Decatur, GA

Gates/Woodruff Funded Site Opened 9-12 model in independent facility in FY07

Partners: Georgia Perimeter College and DeKalb County Schools

4) EARLY COLLEGE ACADEMY OF COLUMBUS (ECAC) – Columbus, GA

Gates/Woodruff Funded Site Opened 9-12 school within a school model in FY07

Partners: Columbus State University and Muscogee County Schools

5) ENGINEERING EARLY COLLEGE ACADEMY AT MAYNARD JACKSON HS –
Atlanta, GA

State Funded Site Opened 9-12 model in independent facility in FY09

Partners: Atlanta Metropolitan College and Atlanta Public Schools

6) GEORGIA COLLEGE EARLY COLLEGE (GCEC) – Milledgeville, GA

Gates/Woodruff Funded Site Opened 7-12 model on college campus in FY07

Partners: Georgia College and State University, Baldwin County Schools, Putnam
County Schools and Oconee RESA

7) MACON-BIBB EARLY COLLEGE – Macon, GA

State Funded Site Opened 7-12 school within a school model in FY09

Partners: Macon State College and Bibb County Schools

8) REGIONAL EARLY ADMISSION FOR COLLEGE HOPEFULS (REACH)

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EARLY COLLEGE – Carrollton, GA

State Funded Site Opened 7-12 school within a school model in FY09

Partners: University of West Georgia and Carroll County Schools

9) RISLEY EARLY COLLEGE ACADEMY (RECA) – Brunswick, GA

State Funded Site Opened 7-12 school within a school model in FY09

Partners: College of Coastal Georgia and Glynn County Schools

10) SAVANNAH EARLY COLLEGE – Savannah, GA

Gates/Woodruff Funded Site Opened 9-12 model in independent facility in FY08

Partners: Savannah State University, Savannah Technical College and Savannah-Chatham Public School System

11) SUMTER COUNTY SCHOOLS-GEORGIA SOUTHWESTERN EARLY COLLEGE (SCS-GSW EARLY COLLEGE) – Americus, GA

Gates/Woodruff Funded Site Opened 9-12 model on college campus in FY07

Partners: Georgia Southwestern State University and Sumter County Schools

12) VALDOSTA EARLY COLLEGE ACADEMY (VECA) – Valdosta, GA

State Funded Site Opened 6-12 model on college campus in FY09

Partners: Valdosta State University and Valdosta City Schools

The Early College Vision

Every young person needs a postsecondary credential to thrive in today's world. Yet, as a nation, we fail to provide too many young people with the educational preparation they need and that our society demands. An Early College school is one of innovation that provides traditionally underrepresented youth with a path to and through college.

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Early college schools provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instructional and structural practices common to many small schools, but their designs go further, addressing the unique mission of the Early College High School Initiative: to raise the high school graduation and postsecondary success rates of underserved youth.

All schools in the initiative strive to remove the financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college. Already, early college students are showing us that more is possible and that, with well-conceived school designs that include sustained supports, a college degree is an achievable goal for every young person.

The new partnerships in Georgia will be charged with adhering to the Core Principles of the National Early College Initiative.

Core Principles

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

- ❖ Early college schools recruit low-income students, racial and ethnic minorities (emphasis on minority males), first-generation college goers, and English language learners.
- ❖ Early college schools recruit students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are over age and under-credited).
- ❖ Student admission is not based solely on prior academic performance.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

- ❖ A formal, written agreement provides for full access to college courses, facilities, and support services.

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- ❖ Dedicated representatives from all partner organizations meet regularly to review data, provide guidance, and make key decisions regarding planning, implementation, and sustaining the early college school.
- ❖ Faculty, staff, and community partners develop deep collaborations and participate, according to their role, in data-driven activities that advance instructional practice, curriculum development, staff development, and student support in order to build a college-going culture.
- ❖ All partners are actively engaged in developing sustainable funding for the early college school.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

- ❖ Secondary and higher education partners have aligned high school and college requirements and curricula, and they co-develop an academic plan that incorporates opportunities for dual credit.
- ❖ The academic plan ensures that students strive for two years and complete a minimum of one year of college credit in the core disciplines.
- ❖ There are strategies and structures in place that provide students with the opportunity to complete four-year degrees, (e.g., a graduation plan, transfer or articulation agreements).

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

- ❖ Early college schools develop and implement a proactive support plan that includes multiple academic and social supports to ensure students' progression through college, articulates how and where services are delivered, and clearly describes the roles and responsibilities of staff and partners in their implementation.
- ❖ Early college schools address barriers to students' learning and academic achievement inside and outside of school.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

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- ❖ Early college schools collect and share data with initiative partners to help demonstrate effectiveness at the local, state, and national levels.
- ❖ Early college schools work with their intermediaries to develop communications plans that further the objectives of the movement.
- ❖ Early college schools and their intermediaries work collectively to influence state and national policy, including legislation, regulations, and the allocation of funds.
- ❖ Early colleges, with their partners, are involved in preparing teachers and leaders to effectively meet the unique mission of the early college movement.

Award Information

All Early College funding awards associated with this proposal, in keeping with other state-funded initiatives, are contingent upon approval of state budget allocations. The Initiative will focus on supporting five partnerships with three years of start-up funds only. Local and State FTE funds sustain Early College schools for ongoing costs associated with facilities, teacher salaries, transportation, etc. It is suggested that schools seek additional external grants and contributions to provide on-going support to the school. The state awarded funds may be applied to areas such as the following (in accordance with the rules governing state appropriated funds and as outlined in the Board of Regents Policy Manual-www.usg.edu/regents/policymanual/index.phtml):

- Costs related to attendance at Georgia Early College workshops and convenings
- Stipends for Early College 10 month faculty for staff development, training and other initiative-related purposes
- Start-up Salaries
- Professional development costs
- Student recruitment and selection
- Collaboration between post secondary and Early College school faculty and staff over alignment of curriculum between post secondary and Early

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College coursework as well as other means of supporting the implementation of a successful school

- Reasonable costs for the school such as printing, postage, curriculum materials and equipment

A state allocation of funds will be awarded in a competitive process. Selected partnerships will receive \$400,000 over this three year period pending budget approval:

July 2009	\$150,000 (must be spent by June 30, 2010)
July 2010	\$125,000 (must be spent by June 30, 2011)
<u>July 2011</u>	<u>\$125,000 (must be spent by June 30, 2012)</u>
Total	\$400,000

These funds will be distributed to the University System Institution partner that will serve as the fiscal agent for the partnership. Again, because these are state funds, the Board of Regents directs that each of its institutions comply with the various statutes, rules and regulations governing purchases with state appropriated funds (which includes but is not limited to the requirement that each allocation must be spent at the end of that corresponding fiscal year) as outlined in the Board of Regents Policy Manual (www.usg.edu/regents/policymanual/index.phtml). All purchasing by institutions of the University System of Georgia will be centralized under the direct management and control of the chief business officer of the institution concerned. Matching, in-kind, or leveraged funds, additional grants and resources are encouraged. 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. Appropriations will be awarded over a period of one year; however, the selected Early College awardees must provide evidence of sustainability over a long-term period of time. Charter School proposals are an option, but not a requirement. The

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Charter School application is a partnership decision and may provide additional funds and assistance with design innovations. Please note that if the partnership chooses to pursue a Charter School, they will be restricted to admit students in a lottery. This will not provide the partnership with the ability to cater their enrollment to the target population.

Key Dates:

Proposal and submission information is explained in a separate section of this document.

Announcement/Posting	December 12, 2008
Interest Meeting (Face to Face) 9AM-12PM @ USG Office, Conf. Room 5158, Office of P-16 Initiatives	January 14, 2009
Interest Meeting (Conference Call) 1-800-504-8071, 7-Digit Access Code 6562201	January 22, 2009
Proposal Deadline	February 20, 2009 @ 5PM
Presentation by selected Candidates	March 11, 2009
Selection Announcement	March 20, 2009
Final Memorandum of Understanding Due	May 31, 2009
State Allocation Availability	July 1, 2009
First Report Due (Proposed Budget)	July 1, 2009
Second Report Due	July 1, 2010
Third Report Due	October 31, 2010
Other Reports	To Be Announced

Eligibility Information:

Eligible applicants are partnerships which include:

- One or more Colleges or Universities that are part of the Board of Regents of the University System of Georgia in partnership with one or more School District(s) in the state of Georgia.

Proposal and Submission Information:

This Proposal 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

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Part III: Detailed information in support of Part II
Part IV: Additional documentation and materials

Part I consists of the: Cover Page, using Form A; Table of Contents with page numbers, 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 limit may not be reviewed.

Part II consists of the: Mission and Goals 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 limit will not be reviewed; Planning and Implementation Timeframe (Form D); Evaluation and Improvement Plan (Form E); and Technical Programmatic Proposal Narrative consisting of no more than 20 single-sided, double-spaced pages with 12 point text font and one-inch margins. Any materials beyond the 20 page limit may not be reviewed.

Part III consists of support information for Part II. These materials do not count against the 20-page limit for the Technical Programmatic Proposal Narrative. However, the two sections in Part III do have noted page limits.

Part IV consists of additional documentation and information. These materials do not count against the 20-page limit for the Technical Programmatic Proposal Narrative. However, Part IV has noted page limits.

The closing date for receipt of proposals is February 20, 2009 at 5:00 p.m. Five printed copies of proposals must be received at the address below, with one electronic copy received either at dawn.cooper@usg.edu or on a disk/flash drive that is included with the printed copies. Proposals that do not meet the conditions set forth in this notice may not be reviewed or funded and will be a basis for determination of non-responsiveness. Proposals that do not follow the required

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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 at least two of the printed copies. All materials must be received at the location stated below by 5:00 p.m. on February 20, 2009.

Mailed proposals must be addressed to:

Dawn Cooper
Early College Initiative
Office of P-16 Initiatives, 5th Floor
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334

Hand delivered proposals will be received at the above address in the Office of P-16 Initiatives, 5th Floor, no later than 5:00 p.m. February 20, 2009 . Any proposal 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 proposals 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 proposals. "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.

Proposal Review Information:

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The Criteria/Rubrics chart included in this announcement will be used in reviewing the Early College Proposals. The applicants with the highest rankings in each category (single district, multiple districts) based on the Criteria/Rubrics chart, will be asked to give a brief presentation before a panel for final award determination. Presentation parameters will be provided when the finalists are selected.

Award Notification:

Applicants selected for award will be contacted directly before the allocation of funds are announced. Applicants not selected for award will be notified by mail. All award notifications will be posted on the Early College webpage after applicants have been notified. Each grantee must submit progress reports to the Georgia Early College Initiative.

Agency Contact:

For further information please contact:

Dawn Cooper
Telephone: 404-656-7836
Email: dawn.cooper@usg.edu

Or

Jean White
Telephone: 404-657-1734
Email: jean.white@usg.edu

Other Resources of Interest to Applicants:

Georgia Early College Initiative
www.gaeearlycollege.org

Jobs for the Future National Early College Initiative
www.earlycolleges.org

Bill and Melinda Gates Foundation
www.gatesfoundation.org

The North Carolina New Schools Project
<http://newschoolsproject.org/page.php>

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Criteria and Rubrics

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Criteria and Rubrics

	Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
1	Mission and Goals	<p>A written definition of the Early College mission and goals that incorporate the Core Principles of the Initiative (see page 5). These include:</p> <p>a) <u>A commitment to recruit and serve the target population (Low-Income, 1st Generation College, Minority-emphasis on males, Struggling Learners)</u></p> <p>b) <u>A commitment to form an Advisory Board that includes all relevant partners that are jointly accountable for student success</u></p> <p>c) <u>Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion</u></p> <p>d) <u>Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion</u></p> <p>e) <u>Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.</u></p>	All points listed in Level 1 plus additional relevant local goals.	All points listed in Level 2 plus an implementation plan.	All points listed in Level 3 plus strategies and evaluation methods that, at minimum, focus on academic success in high school, high school graduation and success in college classes and introduction to career opportunities.	

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Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
2 Need	Evidence is based on anecdotal evidence, opinion or assumption.	Evidence is based on established system data (AYP, graduation rates, demographic and income data, etc.)	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.	
Total Points					
3 Partnership: School District, University System Institution, Business Community, Civic Community	Agreements or letters of support that indicate partnerships with school district, university system institution	Does Not Apply	Level 1 plus agreements or letters of support that indicate partnerships with business and civic community.	Level 3 plus other areas of partnership are evident. These areas can include: a mechanism for partners' influence and involvement.	
4 Budget	A plan to develop and sign Memorandum of Understanding by desired date.	Demonstrated plans for local financial support through matching funds, in kind contributions, grants and/or other local support for one year. A plan to develop and sign Memorandum of Understanding by desired date.	Demonstrated plans for local financial support through matching funds, in kind contributions, grants and/or other local support for three years. A plan to develop and sign Memorandum of Understanding by desired date.	Demonstrated plans for local financial support through matching funds, in kind contributions, grants and/or other local support for five or more years. Draft copy of Memorandum of Understanding is included. Plan gives evidence of long-term sustainability.	

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	Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
5	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) an Advisory Team with broad representation from all partners. b) Advisory Team meetings are held at least monthly during the planning year and at least quarterly while school is in operation. c) Evidence of a healthy partnership between the school system and community. d) Students and parents can provide input. e) A plan for timely communication is in place.	
6	Timelines	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						
7	College and Career Focus	Plans are in place for Dual enrollment with local USG institution with a process that provides a seamless program of study to students and plans to provide multiple supports and exposure (through Advisory, Freshman Learning Seminar, etc.) to skills and information necessary to be a successful college student. This plan will also include a plan for Multiple visits and experiences on the college partner's campus.	Level 1 plus exposure to other college campuses, exposure to careers and use of career assessments.	Level 2 plus a commitment for the school to have a Career Area focus from Bachelors Degree preparation (Teacher Prep, Math/Science/STEM, etc.) that incorporates at least one local workforce need and a plan for support from local business partners.	Level 4 plus location of the school on the college campus or in an independent separate facility.	

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Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
8 Grade Levels (meets National Standard IIa)	Recruitment and enrollment plan as well as summer bridge component for incoming 9 th graders. (9-12 model).	Level 1 plus a strong working relationship of support with key feeder middle school(s).	Does Not Apply	Comprehensive recruitment and enrollment plan as well as summer bridge component for incoming 6 th or 7 th graders (6-12 or 7-12 model).	
9 Enrollment and Student Focus	Enrollment, advisement and orientation plan. A recruitment plan that includes an emphasis on target population in EC Core Principles and the high need demographics of the community (high school service area).	Does Not Apply	Does Not Apply	Level 1 plus a written recruitment program and selection process that is widely available; personalized student support structure including; counseling, advisement and mentoring.	
10 Student Support	Evidence that the Early College will provide a safe learning environment, plus counseling services with a personalized academic six year plan (high school-postsecondary/career).	Level 1 plus early intervention plans that will provide support for students in danger of failing secondary and postsecondary courses.	Level 2 plus partnering with local agencies and business partners, peer mentoring, and student support plan.	Level 3 plus plan for recognitions of student success.	
11 Standards and Curriculum	Curriculum meets Georgia Performance Standards and BOR standards.	Level 1 plus the school plans to complete an alternative education program waiver for the State Board of Education that incorporates appropriate waivers needed for the Early College.	Level 2 plus the curriculum and instruction meets or exceeds standards.	Level 3 plus a plan to provide multiple ways to assess college readiness for Dual Enrollment coursework (in addition to SAT & GPA).	
Total Points					
12 Class Size	Does Not Apply	Does Not Apply	Commitment to maintain minimum class size of 1-18 and enroll no more than 100 students per grade level. Plan to enroll students one grade level at a time to build and maintain culture of success.	Commitment to maintain a minimum class size of 1-18 and enroll no more than 54 students per grade level. Plan to enroll students one grade level at a time to build and maintain culture of success.	

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Criteria	Level 1 (one point)	Level 2 (two points)	Level 3 (three points)	Level 4 (four points)	Points
13 Faculty and Staff	Established criteria for each level of hiring - leadership, faculty, administration, counselors, and other staff and commitment for staff to attend Early College Professional Development, meetings, site visits and other convenings. Job descriptions are available for all positions.	Level 1 plus commitment to incorporate the six common Early College instructional strategies: Writing to Learn, Collaborative Group Work, Scaffolding Text, Questioning Strategies, Literacy Groups and Classroom Talk.	Level 2, plus commitment to identify one staff member to serve as Internal Instructional Coach/Lead Teacher to facilitate the delivery of the Early College Common Instructional Strategies.	Level 3 plus a defined/written plan for professional development for all personnel that incorporates a common planning time for teachers for curriculum integration.	
14 Evaluation	Does Not Apply	Does Not Apply	Does Not Apply	Evaluation that is data driven, uses multiple measures, accurate reporting, evidence of impact.	
15 Cycle of Improvement	Does Not Apply	Does Not Apply	Does Not Apply	Gather feedback (satisfaction survey) from stakeholders, including students, plus plan to use results for improvement.	
16 College Liaison	Individual employed by the College that serves as the official contact and representative to coordinate efforts between the School System and the college. This person can be an existing employee of the college, but a percentage of their time is devoted to the Early College.	Does Not Apply	Does Not Apply	Individual employed by the College that serves as official contact and representative who will coordinate efforts between the School System and the college. This person is hired with the specific intention to serve as the Early College Liaison, but can be assigned other duties on campus as necessary.	
Total Points					
Grand Total Points					

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Proposals Parts

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The Georgia Early College Initiative 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: Programmatic Operations including salaries and benefits (Use **Form B**) (Construction Costs if Applicable-Use **Form C**).
- D. Budget Narrative 1 – (Do not include construction/renovation costs in this Budget Narrative 1). 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 Early College 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 put this information in Budget Narrative 1.)

Part II

- A. Part II of the proposal 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, renovation, and/or alterations in Part II.). Part II contains the following items A and B:
 - 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 major activities that will be planned and implemented for the funded period.
 - 2. Form D which shows Planning and Implementation Timeframe outlining project Activities matched with Objectives (**Form D**) includes Measurable Objective, Primary Activities, and Timeframe. You must include the Early College criteria that each Objective is directly linked to (there can be more than one Early College 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

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B. No more than a twenty (20) page narrative that includes:

1. A Mission and Goals definition and a Statement of Need and Significance based on a Needs Assessment and established data demonstrating the need:
 - The applicant must define and demonstrate that the Mission, Goal(s), and Significance of the initiative provide bona fide opportunities for students to focus on and succeed in high school and college coursework; raise student aspirations and commitment; and increase student achievement.
 - The applicant must demonstrate a clear, specific, and continuing need, based on evidence in the proposed initiative.
 - The applicant should address the extent to which specific gaps or weaknesses in services, infrastructure, student data, or other challenges have been identified and can be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Note: In determining the significance of the proposed project, the Intermediary will consider the likelihood that the proposed project will result in systemic change or 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.

2. Strength, Linkages, Comprehensiveness, Resources, and Quality of the Partnership and Plan (Includes an Early College Partnership, Governance, and Organization Plan):
 - Within this section the applicant must demonstrate that the proposed initiative will be implemented via a strategic partnership. The applicant must describe the “local/regional” area to be served, its current education system, and its connection to the local/regional economy.
 - The applicant must identify key partners by entity/organization name, explain the meaningful role each key partner will play in the initiative, and document the resources leveraged from each partner. The applicant should note the adequacy of partner resources and support as appropriate. Collaborating partners must verify their role through a letter of commitment detailing the roles, responsibilities, and resources the partner is committing to the initiative.

Note: The letters of commitment must be attached in Part IV A.

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- The applicant must also provide: evidence that the organization and the 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; describe how the robustness of the applicant's plan, budget, resources, and community effort and other local support gives evidence of long-term sustainability of the partnership and the initiative beyond the grant funded period; demonstrate local financial support through matching funds and/or in-kind contribution, and/or other local support for at least one year; and show evidence of a plan to develop a Memorandum of Understanding signed by the partners by desired date (or completed MOU if applicable).
- The applicant should note the strength of the partnership by describing the continued support of the project after Early College funds end, including, as appropriate, the demonstrated commitment of partners and other stakeholders to support and help sustain the Early College initiative in the long-term.
- Describe how the partnership has the capacity to achieve the stated objectives, activities, and measurable outcomes of the proposed Early College initiative, and also has the capacity to improve.
- The applicant must show that the Early College initiative has a governing/organizational structure (Advisory Committee) that incorporates the views of all stakeholders: a) Advisory Team with broad representation. b) Advisory Team meetings are held at least monthly during the planning year and at least quarterly while school is in operation. c) Evidence of a healthy partnership between the school system and community. d) Students and parents can provide input. e) A plan for timely communication is in place.
- The applicant must also show the partnership has the capacity and ability to collect, measure, analyze, manage, and report data and other information.

Note: The applicant will also be assessed on the capacity of the partnership in relation to planning and implementation, evaluation and improvement, and budget documentation and information (see/review Form B, Budget Narrative 1, Form D, and Form E) to achieve the objectives of the project on time, effectively, and within budget including clearly defined responsibilities and timelines for accomplishing project activities.

3. Quality of the Project Plan, Design, and Services:
 - The applicant must be able to plan, describe, and implement a strategic operational plan, including a timeframe (**linked to Form D and E**), in collaboration with its secondary and postsecondary partners (may also include business and community partners). The applicant must provide at least a one-year plan that includes all major aspects of planning and implementation for the Early College initiative.
 - The Design of the Plan must describe how the grantor investment will meet the following components (review Criteria and Rubrics document):

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- a. College and Career Focus
 - b. Grade Levels
 - c. Enrollment and Student Focus
 - d. Student Support
 - e. Standards and Curriculum.
- 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: 1. Preparing students for college coursework with a process that provides a seamless program of study to students and plan to provide multiple supports and exposure (through Advisory, Freshman Learning Seminar, etc.) to skills and information necessary to be a successful college student. 2. Comprehensive enrollment and/or service plan for students enrolling initially in EC secondary courses as well as college coursework. 3. Enrollment plan with an advisement and orientation plan; a recruitment plan that includes an emphasis on Early College target population and the demographics of the local/regional community to be served. 4. Provision of a safe learning environment and a student counseling and support plan with a student academic/career six year (minimum as applies to 6-12, 7-12 or 9-12 model) plan (secondary-postsecondary). And, 5. Curriculum meets Georgia Performance Standards, local and state high school graduation requirements and evidence is given for rigorous and relevant professional development which includes commitment to participate in Georgia Early College Internal Instructional Coach program (which include six common Early College instructional strategies-Writing to Learn, Collaborative Group Work, Scaffolding Text, Literacy Groups, Questioning Strategies and Classroom Talk) and a commitment for staff to attend Early College PD, site visits and other convenings. Applicants should consider going beyond the minimum level 1 criteria as noted in the appropriate Early College Criteria and Rubrics.
4. Outcomes, Benefits, and Impact of the Early College Structure
- Applicants must be able to demonstrate a results-oriented approach to managing and operating the Early College school. 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 Early College criteria, especially in: implementing a rigorous academic learning environment; identifying the school as a separate entity that provides a “small learning community” environment; an autonomous high school/college program with its own culture and learning environment which operates under its own staff partnered with college staff and volunteers; and operating the school within a seamless secondary/postsecondary design.

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Note: The Intermediary will assess 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; and the appropriateness of the objectives and outcomes with respect to the local/regional community-identified constraints or challenges as described in the Statement of Need.

5. Quality of Key Early College Personnel:
 - Applicant must describe the proposed project management structure and discuss the proposed staffing pattern and the expected qualifications of key faculty and staff members.
 - Applicant must include key personnel job descriptions in Part III 1 A.
 - Applicant must include plans to provide an Early College Liaison. This individual can be employed by the College and serve as the official contact and representative to coordinate efforts between the School System and the college. This person can be an existing employee of the college, but a percentage of their time is devoted to the Early College.
 - Applicant must provide evidence of the following:
 - a. 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 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.
 - b. The roles and contribution of staff (job descriptions) and collaborative organizations are clearly defined and tied to objectives and activities;
 - c. The background, experience, and other qualifications of the proposed or actual staff will meet all credentialing requirements of the charter to carry out their designated roles; and
 - d. 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 for 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 a continuous cycle of improvement in the operation of the Early College school.

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- The applicant must also demonstrate the ability to collect, measure, analyze, manage, and report data and other information in a timely manner to the Intermediary. The applicant must submit required financial and program reports.

Note: In determining the quality of the evaluation the Intermediary will assess **Form E** statements and 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.

7. Marketing and Dissemination:
 - The applicant must describe a plan that provides appropriate exposure to the local/regional community with periodic information about the Early College for recruitment and marketing purposes.
8. If Applicant *chooses* to do a Charter School Proposal (**INFORMATION PURPOSES ONLY: THIS IS OPTIONAL AND BY NO MEANS A REQUIREMENT OF THIS PROPOSAL**):
 - The applicant has created a Charter Proposal that meets Charter School rules and regulations and incorporates appropriate waivers written, supported and approved by the Local Board of Education.
 - The Charter School Proposal will be submitted and received by the SBOE (with appropriate receipt documentation); the Charter Proposal adheres to the SBOE timelines.
 - Please note that if the partnership chooses to pursue a Charter School, they will be restricted to admit students in a lottery. This will not provide the partnership with the ability to cater their enrollment to the target population.

Part III

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

Section 1:

- A. Applicants must include job descriptions of key positions (maximum 2 page job description for each with a maximum of 5 different job descriptions).
- B. Applicant describes current status of Memorandum of Understanding that will have to be signed by partners (MOU to be included in Part IV A.)

Section 2:

- C. Applicant provides detailed information (maximum 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 Early College . Do not include this information in Part II.)

Part IV

Part IV of the proposal provides additional supplementary information/documentation for the following items:

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- A. Letters of Commitment. Only include Letters of Commitment where a stakeholder and/or partner indicates product(s), funds, in-kind contributions, leveraged resources, and/or specified service(s) they are committing to the Early College initiative.
- 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 pertains to and has played a role in the motivation for or design of the Early College initiative. Priority will be given for research pertaining to other successful Early College schools or other data driven reports of schools that have been successful in working with target population and achieving similar goals. Part IV B can be a maximum of two (2) pages.
- C. Memorandum of Understanding: Priority will be given for a plan to provide MOU by desired date or inclusion of a draft copy of the MOU.
- D. 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.

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**Instructions for the
Early College Proposal Cover Form**

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Instructions for the Proposal Cover Form

These instructions are for the required proposal form which should be used as a cover sheet for submission of proposals. 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 Request for Proposal instructions to determine specific requirements.

Item	Entry:
1.	<p>a. Type of USG Partnership Select one of the following two choices:</p> <ul style="list-style-type: none"> • Single USG Institution. Partnership for the applicant's proposal consists of one school USG Institution working with the local school district • Multiple USG Institutions. Partnership for the applicant's proposal consists of one or more USG Institution(s) working with the local school district <p>b. Type of School System Partnership: (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 District. Partnership for the applicant's proposal consists of more than one school district working with the college and business partners. <p>c. Type of Model: Select one of the following three choices:</p> <ul style="list-style-type: none"> • 6-12 Partnership will recruit, enroll and serve students in the 6th grade and continue to support these students through their 12th grade year and college coursework. • 7-12 Partnership will recruit, enroll and serve students in the 7th grade and continue to support these students through their 12th grade year and college coursework. • 9-12. Partnership will recruit, enroll and serve students in the 9th grade and continue to support these students through their 12th grade year and college coursework. <p>d. Proposed Location: Select one of the following three choices:</p> <ul style="list-style-type: none"> • Located on College Campus • Independent Facility • School Within-a-School
2.	Date Submitted. Enter the date submitted.
3.	Applicant. Organization/entity submitting the proposal
4.	Date/Time Received by BOR. Leave this field blank. This date will be assigned by BOR.
5.	BOR Proposal Identifier. Leave this field blank. This identifier will be assigned by BOR, if applicable.
6.	<p>Applicant Information.</p> <p>a. Partnership Names Ex. Georgia State College and Border County School System.</p> <p>b. Address. Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required), Zip/Postal Code (Required).</p> <p>c. Name and contact information of person to be contacted on matters involving this proposal. 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 proposal.</p>
7.	<p>Type of Applicant.</p> <p>a. Board of Regents College (s) in partnership with School District(s)</p>
8.	Areas Affected by Project. List the areas or entities using the categories (e.g. cities, counties...).
9.	Title of Applicant's Project. Enter a title of the project. Attach a map showing project location (e.g., construction or real property projects) (Proposed name of the Early College).
10.	Estimated Funds. Enter the amount committed by each contributor. This should include Local

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	FTE funds; estimated value of in-kind and other valued contributions should be included on the appropriate line, as applicable.
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Early College Forms A - E

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Early College Initiative
Cover Page: Form A -

Proposal for the Early College Initiative	
*1a. Type of USG Partnership: <input type="checkbox"/> Single USG Institution <input type="checkbox"/> Multiple USG Institutions	*1b. School System Partnership <input type="checkbox"/> Single School District Partnership <input type="checkbox"/> Multiple School District Partnership
1c. Type of Model: <input type="checkbox"/> 6-12 <input type="checkbox"/> 7-12 <input type="checkbox"/> 9-12	
1d. Proposed Location: <input type="checkbox"/> College Campus <input type="checkbox"/> Independent Facility <input type="checkbox"/> School-Within-a-School	
2. Date Submitted: _____ 3. Applicant: _____	
BOR Use Only	
4. Date/Time Received by BOR: _____	5. BOR Proposal Identifier: _____
6. APPLICANT INFORMATION:	
*a. Partnership Name: _____	
b. Address:	
*Street 1: _____	
Street 2: _____	
*City: _____	
County: _____	
*State: _____	
*Zip/Postal Code: _____	
c. Name and contact information of person to be contacted on matters involving this proposal:	
Prefix: _____	*First Name: _____
Middle Name: _____	
*Last Name: _____	
Suffix: _____	
Title: _____	
Organizational Affiliation: _____	
*Telephone Number: _____	Fax Number: _____
*Email: _____	

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Proposal for the Early College Initiative

7. Areas Affected by Project (Cities, Counties, etc.):

***8. Title of Applicant's Project:**

9. Estimated Funds:

*a. EARLY COLLEGE Funds	\$	_____
*b. Applicant		_____
*c. State		_____
*d. Local		_____
*e. Other		_____
*f. TOTAL	\$	_____

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Proposal for the Early College Initiative

10. *By signing this proposal, 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), including the withdrawal of any and all EARLY COLLEGE funds by the Intermediary.
 ** I AGREE

Contact Person:	
Prefix: _____	*First Name: _____
Middle Name: _____	
*Last Name: _____	
Suffix: _____	
*Title: _____	
*Telephone Number: _____	Fax Number: _____
*Email: _____	

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

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

School System:	
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 - EARLY COLLEGE			
Early College Initiative Line Item Budget Information Form			
Early College Project Operations			
Category <i>(add lines if needed)</i>	Early College Initiative Funds\$ <i>(\$400,000 over three years)</i>	Local Match (Cash) \$ <i>(if applicable)</i>	Local Match (In-Kind) \$ <i>(if applicable)</i>
Equipment			
Supplies			
Travel			
Local			
Other			
Contractual Costs			
Other			
Totals			

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Planning and Implementation Timeframe

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

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

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

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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 (*2 page maximum*)
- _____ Budget Narrative 2 (*2 page maximum*)

Part II

- _____ Technical Programmatic Proposal Narrative:
 - _____ Mission and Goals (*2 page maximum*)
 - _____ Planning and Implementation Timeframe (Form D)
 - _____ Evaluation and Improvement Plan (Form E)
 - _____ Narrative (*20 page maximum*)

Part III

- _____ Support information:
 - _____ Job descriptions (*2 page maximum each - max 5 job descriptions*)
 - _____ Statement of current charter status (*1 page maximum*)
 - _____ (Optional) Construction/renovation information/timelines (*3 page maximum if applicable*)

Part IV

- _____ Additional Supplemental Information:
 - _____ Letters of Commitment
 - _____ Memorandum of Understanding – Plan or Draft (*no page limit*)
 - _____ (Optional) Copy of Charter Proposal (*no page limit*)
 - _____ (Optional) Referenced literature/research (*2 page maximum*)
 - _____ (Optional) Supplemental information/documentation (*10 page max*)