Application Guidelines

Program Guidelines

2012-2013 GEAR UP Grants to Districts

Authorized by P.L. 110-315, Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2

Application Closing Date—5:00 p.m., Central Time
September 18, 2012

TEXAS EDUCATION AGENCY

**Division of Grants Administration
1701 North Congress Avenue
Austin, Texas 78701**

Contents

Introduction to the Program Guidelines

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and the schedule instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. **It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.**

Errors to Avoid in Preparing the Application

The following table lists some of the most common reasons applications are deemed ineligible for funding, along with a citation to the place in the RFA where guidance on that topic may be found. **Please refer to this list when preparing to submit your application.**

Issue	Section of General and Fiscal Guidelines Where Addressed
The applicant does not meet defined eligibility requirements and/or is not included on the published eligibility list.	General and Fiscal Guidelines: Eligibility for Funding, p. 19
The application was received in the Document Control Center (DCC) after the published deadline.	General and Fiscal Guidelines: Submitting the Application, Paper Applications, p. 18
Fewer than the required number of copies were submitted.	General and Fiscal Guidelines: Submitting the Application, Paper Applications, p. 18
Fewer than three copies of the application were submitted with an original signature.	General and Fiscal Guidelines: Submitting the Application, Paper Applications, p. 18
The application is missing one or more required attachments.	General and Fiscal Guidelines: Required Fiscal-Related Attachments, p. 16 and Required Program-Related Attachments, p. 17
The application is missing one or more required schedules. Note: If costs are budgeted in a certain class/object code on Schedule #6: Program Budget Summary, then the corresponding budget schedule is required and must be completed and submitted with the application.	General and Fiscal Guidelines: Submitting the Application, Paper Applications, p. 18

Issue	Section of General and Fiscal Guidelines Where Addressed
One or more required schedules is blank.	General and Fiscal Guidelines: Submitting the Application, Blank Schedules, p. 14
The application fails to address one or more statutory requirements.	General and Fiscal Guidelines: Statutory Requirements, p. 15

US Department of Education Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	$750,000
Percentage to be financed with federal funds	100%
Amount of federal funds	$750,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

For information on reporting requirements, see the General and Fiscal Guidelines, Reporting. If a report due date falls on a weekend or holiday, the report will be due the following business day.

Date	Event
September 18, 2012	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time See General and Fiscal Guidelines, Submission Deadline
TEA Stamp-in Date	Beginning date of grant See General and Fiscal Guidelines, Grant Period.
July 23, 2012	Pre-award beginning date
May 31, 2013	Final date to submit an amendment
August 31, 2013	Ending date of grant See General and Fiscal Guidelines, Grant Period.

Grant at a Glance

Authorizing Legislation

This grant program is authorized by P.L. 110-315, Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2.

Where to Submit the Application

See the General and Fiscal Guidelines, Where to Submit the Application.

Number of Copies

See the General and Fiscal Guidelines, Number of Copies.

Three copies of the application are required to be submitted, bearing the original signature (preferably in blue ink) of the person authorized to bind the organization in a contract.

Purpose of Program

The purpose of GEAR UP is to significantly increase the number of low-income and minority students academically and financially prepared to enter and succeed in higher education and to foster student and parent expectations for success in higher education. GEAR UP promotes partnerships between colleges, schools, and business, community, and governmental organizations to raise expectations for student preparation and success.

Texas GEAR UP builds upon the program's statutory requirements and performance measures to address three major challenges: 1) a lack of coordinated information and resources for students and their families regarding postsecondary opportunities; 2) the need for increased academic preparation for college through strong, data-driven instruction and access to advanced academic courses; and 3) insufficient student and parent support services to ensure high school completion and informed postsecondary participation.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility Requirements.

The following applicants are eligible to apply for a grant under the Texas GEAR UP program up to the amounts indicated below. Districts may only apply on behalf of the campuses listed below. Each applicant district will only submit one application.

- Edgewood ISD (Brentwood, Gus Garcia, and Wrenn Middle Schools): $275,000
- Lubbock ISD (Dunbar College Preparatory Academy): $175,000
- Manor ISD (Decker and Manor Middle Schools): $175,000
- Somerset ISD (Somerset Junior High School): $125,000

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

More Than One Campus

Eligible applicants may apply for the grant on behalf of more than one campus.

Application Funding

See the following sections of the General and Fiscal Guidelines:

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds

It is anticipated that approximately four grants will be awarded ranging in amounts from $125,000 to $275,000.

Cost Share/Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

Public Law 110-315, Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2, requires a 100% match for this program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Administrative Costs.

Public Law 110-315, Higher Education Act of 1965, as amended, Title IV, Part A, Subpart 2, Chpater 2, limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 8% of the total grant awarded for any fiscal year.

Applicant Assistance

Contact for Clarifying Information

See the General and Fiscal Guidelines, TEA Contacts.

The following TEA staff member should be contacted with questions about the RFA, the grant program, or for assistance with the applicants' conference:

> Kristen Reynolds, Texas GEAR UP State Director
> Federal and State Education Policy

kristen.reynolds@tea.state.tx.us
Phone: (512) 463-8254
Fax: (512) 463-9560

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

Listserv Messages

See the [General and Fiscal Guidelines](#), Listserv Messages.

Program Elements

This section provides detailed information about the grant program.

Program Description

The following purpose, goals, and description of the grant program have been defined by the U.S. Congress and TEA program staff.

The purpose of GEAR UP is to significantly increase the number of low-income and minority students academically and financially prepared to enter and succeed in higher education and to foster student and parent expectations for success in higher education. GEAR UP promotes partnerships between colleges, schools, and business, community, and governmental organizations to raise expectations for student preparation and success.

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To ensure that progress is made toward the three GEAR UP Government Performance and Results Act (GPRA) Objectives, project goals and objectives have been set and will be measured using the ten GEAR UP performance measures, as well as other data, as necessary.

GPRA Objective 1: **Increase the academic performance and preparation for postsecondary education of GEAR UP students.**

Project Goal 1: Improve instruction and expand academic opportunities in math and science

- Project Objective 1.1: By the end of the project's **second year**, 30% of cohort students will have completed Algebra I in the 8th grade. By the end of the project's **third year**, 85% of students will have completed Algebra I.
- Project Objective 1.2: By the end of the project's **sixth year**, the percentage of cohort students graduating on the RHSP or DAP, including four years of credits in each core

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subject, will meet or exceed the state average.

Project Goal 2: Increase access to and success in quality advanced academic programs

- Project Objective 2.1: By the end of the project's **fourth year**, all participating high schools will make opportunities available for each student to complete 18 hours of college credit (through AP, dual credit, or concurrent enrollment) by the time he or she graduates from high school.
- Project Objective 2.2: By the end of the project's **fifth year**, 60% of the cohort, including limited English proficient (LEP) students, will complete a pre-AP or AP course.
- Project Objective 2.3: By the end of the project's **sixth year**, at least 50% of cohort students will graduate with college credit earned by AP exam or through dual credit.

Project Goal 3: Provide professional development for strong, data-driven instruction

- Project Objective 3.1: In **each grant year**, all core content teachers will have the opportunity to participate in training regarding differentiated instruction, advanced instructional strategies, and project-based learning.

- Project Objective 3.2: In **each grant year**, teams of teachers at the middle and high school will complete at least five days of vertical teams preparation and implementation each year.

GPRA Objective 2: Increase the rate of high school graduation and participation in postsecondary education.

Project Goal 4: Provide a network of strong student support services to promote on-time promotion and academic preparation for college.

- Project Objective 4.1: By the end of the **second year**, at least 75% of the 8th grade students will be involved in a comprehensive mentoring, counseling, and/or tutoring program based on results of teacher/counselor input and diagnostic data
- Project Objective 4.2: Beginning in the **second year**, at least 30% of the students will be involved in summer programs and institutes designed to help them work at or above grade level, ease transitions, and increase college awareness.
- Project Objective 4.3: By the end of the project's **third year**, the on-time promotion rate of cohort students will exceed the state average.
- Project Objective 4.4: By the end of the project's **fifth year**, 70% of GEAR UP students will have knowledge of, and demonstrate, necessary academic preparation for college.

Project Goal 5: Increase high school completion and college attendance

- Project Objective 5.1: By the end of the project's **fourth year,** all cohort students will complete the PLAN or the PSAT. By the end of the project's **fifth year**, all cohort students will complete the SAT or ACT.
- Project Objective 5.2: By the end of the project's **sixth year**, the percentage of students meeting criterion on the ACT/SAT will meet or exceed the state average.
- Project Objective 5.3: At the end of the **sixth year**, the number of students who graduate college ready in math and English will meet or exceed the state average.
- Project Objective 5.4: At the end of the **sixth year**, the cohort completion rate will meet or exceed the state average.
- Project Objective 5.5: At the beginning of the **seventh year**, more than 50% of cohort of

students will enroll in postsecondary education in the fall after high school graduation.

Project Goal 6: Support first-year college retention

- Project Objective 6.1: The student retention rate for the second semester and the second year of college will meet or exceed the state average.

- Project Objective 6.2: At the end of the project's **seventh year**, the number of students on track to complete college will exceed the average postsecondary completion rate.

GPRA Goal 3: Increase the educational expectations and family knowledge of postsecondary education options, preparation, and financing

Project Goal 7: Provide postsecondary information and opportunities

- Project Objective 7.1: By the end of the **first year**, the state office will make information regarding college options, preparation, and financing available to students, parents, and educators throughout the state.
- Project Objective 7.2: By the end of the **first year**, information and workshops aimed at linking college attendance to career success will be available to 100% of cohort students and their parents.
- Project Objective 7.3: **Each year**, at least 50% of cohort parents, including parents of current and former LEP students, will attend at least three college awareness activities.
- Project Objective 7.4: By the end of the project's **fifth year**, teachers and counselors will complete training in the college admissions and financial aid processes.

Project Goal 8: Build and expand community partnerships

- Project Objective 8.1: All participating districts will form business alliances that support higher student achievement and offer opportunities for career exploration.

- Project Objective 8.2: Participating campuses will form alliances with governmental entities and community groups to enhance the information available to students regarding scholarships, financial aid, and college awareness.

Project Goal 9: Promote college readiness statewide

- Project Objective 9.1: **Each year**, the project will increase the number of educators participating in GEAR UP professional learning, including through Project Share and face-to-face trainings.

- Project Objective 9.2: By the end of the project's **sixth year**, at least 40% of Texas school districts will have utilized at least one Texas GEAR UP statewide resource, including materials and professional development.

In Year 1, Texas GEAR UP districts and partners will serve participating students in grade 7, meet all Year 1 goals, make progress on future goals, and plan for sustainability.

Supplement, Not Supplant

See the [General and Fiscal Guidelines](#), Supplement, Not Supplant.

The supplement, not supplant provision does apply to this grant program. As a result, the grantee must use the restricted indirect cost rate. For this federally funded grant, you must use the **lesser** of your current approved indirect cost rate or 8%.

Refer to the Indirect Cost Instructions, Guidance, and Maximum Indirect Costs Worksheet on the Division of Grants Administration [Grants Management Resources](#) page for more information on indirect costs.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

> **IMPORTANT NOTE:** All requirements must be properly addressed in the application. Failure to address a requirement can result in ineligibility for review. For details, refer to the [General and Fiscal Guidelines](#), Completing the Application.

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding:

1. Provide support and maintain a commitment to eligible low-income students, including students with disabilities, to assist the students in obtaining a secondary school diploma and to prepare for and succeed in postsecondary education by providing:

   a. Financial assistance, academic support, additional counseling, mentoring, outreach, and supportive services to secondary school students, including students with disabilities, to reduce the risk of such students dropping out of school and the need for remedial education for such students at the remedial level and

   b. Information to students and their families about the advantages of obtaining a postsecondary education and college financing options for the students and their families.

2. Provide comprehensive mentoring, outreach, financial aid information, and supportive services to students participating in GEAR UP, including

   a. Financial aid information for postsecondary education;

   b. Encourage student enrollment in rigorous and challenging curricula and coursework, in order to reduce the need for remedial coursework at the postsecondary level; and

   c. Improve the number of participating students who obtain a secondary diploma and complete applications for and enroll in a program of postsecondary education.

3. Provide services to cohort students, their parents and families, and educators in participating campuses and feeder patterns.

4. Design and implement programs in accordance with GEAR UP's authorizing legislation (P.L. 110-315, Higher Education Act of 1965, as amended, Title IV, Part A, Section 404, Subpart 2) and the Texas GEAR UP plan approved by the US Department of Education (USDE).

TEA Program Requirements

See the General and Fiscal Guidelines, Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements based on project objectives stated above and strategies designed to improve grant management and implementation. Applicants must address within the application how they will achieve the following:

Coordinated Postsecondary Information and Resources for Students and Families

1. Provide a sufficient number of activities designed to increase knowledge and understanding of postsecondary education options, preparation, and financing for students and parents, including students determined to be limited English proficient and students with disabilities;

2. Provide information about high school course selection and requirements and graduation plans;

3. Create and expand partnerships with institutions of higher education, governmental entities, and business and community groups to provide internship opportunities, link postsecondary education to career success, and enhance information available regarding scholarships, financial aid, and college awareness;

4. Provide college awareness sessions to parents and students and provide professional development regarding the postsecondary process for educators and counselors, as necessary;

5. Provide a central location on participating campuses for information on postsecondary opportunities and financial aid;

6. Facilitate the completion of required student perception surveys;

7. Provide for student travel to the NCCEP/GEAR UP Youth Leadership program (optional);

8. Conduct home visits designed to share information with parents and allow participating families the opportunity to share their perspective with school personnel;

9. Provide supplemental materials for parents and students that promote advanced courses as important cost-saving tools for student preparation and college success and the financial assistance available to cover test fees;

10. Advise the creation of and implement the College Outreach and Readiness Efforts (CORE) Plan and the Own Your Own Future (OYOF) grade-appropriate roadmaps; and

11. Distribute 21st Century Scholar Certificates.

Postsecondary Academic Preparation and Professional Development

1. Develop a stable, high-quality advanced academic program through improvement of course sequencing and structure, enrollment and advising practices, and student motivations for non participation and provide a sufficient number of advanced academic courses to meet program goals and objectives;

2. Examine and revise policies that could narrow participation in college-preparatory experiences, including advanced academics;

3. Ensure availability of Algebra I in the 8th grade;

4. Send the number of teachers and personnel to professional development pledged during the planning process and provide opportunities for at least five days of vertical teams preparation and implementation each year;

5. Provide and/or participate in training designed to improve the academic readiness of students to complete rigorous courses, reach the college readiness standard on end-of-course exams, and graduate from high school with college credit;

6. Provide educators with training in data-driven programming and use of early warning indicators from the district's student information system and program participant tracking systems to improve individualized interventions;

7. Participate in AP Summer Institutes and complete the annual College Board AP Course Audit; and

8. Participate in professional development activities related to project-based learning and innovative course design and allow secondary teachers opportunities to meet with higher education faculty.

Student and Parent Support Services

9. Adopt an early warning indicator system tracking attendance, behavior, and grades to ensure students are on track to complete high school on time;

10. Monitor academic achievement and completion of credits to ensure that students graduate on time and enroll in college without need for remedial education;

11. Provide mentoring and advising services;

12. Provide academic support services for students to encourage success and reduce the need for remedial education in college;

13. Provide sufficient access to summer bridge programs and institutes, both on- and off-campus, to help students improve academic performance, build leadership skills, and/or increase understanding of postsecondary education options, preparation, and financing to meet program goals and objectives; and

14. Implement a parent-to-parent mentoring program.

Grant Management

1. Designate a district or campus leader (i.e., principal, teacher, counselor, or central office employee) as the GEAR UP coordinator. Direct grant funds may be used to pay for up to 50% of the salary for a grant coordinator.

2. Collect and monitor program participation and performance data and maintain sufficient and appropriate records;

3. Complete and submit all state and federal project evaluation and reporting requirements to appropriate personnel in the format requested and by the stated deadline;

4. Use numerous data sources to design and implement district initiatives focused on strengthening advanced academic programs; improving postsecondary readiness, access, and success; enhancing community and parent involvement; and expanding professional development opportunities for educators.

5. Form a local GEAR UP advisory council, including public and higher education personnel, parents, and business and community members, to meet quarterly and advise the district's implementation, review progress toward district goals, and build external community support; and

6. Send sufficient and appropriate personnel to two national GEAR UP conferences, the Texas GEAR UP State Conference, and all grant-related meetings.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule #2—Required Attachments and Provisions and Assurances, Part 3: Program-Specific Provisions and Assurances.

Allowable Activities and Use of Funds

See the TEA Guidelines Related to Specific Costs for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

- Up to 50% of grant coordinator salary
- Student and parent outreach and education regarding postsecondary options and funding
- Counseling services designed to ensure that students are promoted on time and complete high school
- Professional development for instructors and administrators
- Tutoring and mentoring services and resources
- Dual or concurrent enrollment programs
- Partnerships with institutions of higher education
- Special programs or tutoring in science, technology, engineering, or mathematics

- College tours
- Travel to and from required conferences and meetings for appropriate personnel

Unallowable Activities and Use of Funds

See the [TEA Guidelines Related to Specific Costs](#) for general guidance on unallowable activities and use of funds.

Unallowable activities and use of funds for this grant may include but are not limited to the following:

- More than 50% of grant coordinator salary
- Teacher salaries
- Debt service (lease-purchase)
- Audit services for state-funded grants
- Renovation or remodeling of existing buildings

Grant funds must supplement (increase the level of service), and not supplant (replace) state or local funds. State or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. Program services and activities to be funded from this grant must be supplementary to existing services and activities and not used for services or activities required by state law, State Board of Education rules, or local policy.

Program Evaluation

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures in Year 1:

1. Number of students participating in grant activities

2. Number of students receiving tutoring/homework assistance

3. Number of students receiving comprehensive mentoring services

4. Number of students receiving financial aid or literacy educatation, counseling, or advising

5. Average student knowledge about financial aid and the costs and benefits of pursuing postsecondary education, as evidenced by the annual student survey

6. Number of students attending college tours

7. Number of students taking a college readiness exam

8. Number of students completing a Pre-AP course

9. Number of students promoted to the next grade on time

10. Number of students participating in summer programming

11. Number of classroom presentations provided to students regarding course requirements, college awareness, or financial aid

12. Number of parents (unduplicated) participating in grant activities

13. Number of parents attending three college awareness activities

14. Average parent knowledge about financial aid and the costs and benefits of pursuing postsecondary education, as evidenced by the annual parent survey

15. Number of parents participating in parent mentoring programs

16. Number of home visits conducted

17. Number of educators participating in grant activities

18. Number of teachers participating in professional development focused on differentiated instruction

19. Number of teachers participating in professional development focused on advanced instructional strategies

20. Number of teachers participating in professional development focused on project-based learning

21. Number of educators participating in professional development about the purposes or implementation of the GEAR UP grant

22. Number of educators completing training in college admissions and financial aid

23. Number of middle school teachers participating in vertical teams

24. Number of high school teachers participating in vertical teams

25. Number of days of vertical teams training and implementation

26. Number of business alliances formed that support higher student achievement and offer opportunities for career exploration

27. Number of alliances formed with governmental entities and community groups to enhance the information available to students regarding scholarships, financial aid, and college awareness

NOTE: Performance measures will change each year based on the grade level of the lead cohort. The grantee should expect to address all performance measures listed in the General Provisions and Assurances over the course of this project. Additional information will also be provided through the Annual Performance Report and the needs analysis section of the implementation plan.

Critical Success Factors

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort.

This requirement does apply to this federally funded grant program.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Required Attachments

See the following sections of the General and Fiscal Guidelines:

- Fiscal-Related Documentation Required to Be on File
- Required Fiscal-Related Attachments
- Required Program-Related Attachments

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

Required Fiscal-Related Attachments

See the General and Fiscal Guidelines, Required Fiscal-Related Attachments, for a general description of fiscal-related documents that can be required as attachments to the application.

For a list of the fiscal-related attachments required for this grant application, refer to the SAS, Schedule #2—Required Attachments and Provisions and Assurances.

Required Program-Related Attachments

The applicant must submit with the application any required attachments listed below.

Applicants must complete and attach the signed "Leadership Commitment Letter." The template for the document can be found on TEA's [Grant Oppportunities Page](#). This document must be signed by the applicant's superintendent, participating principals, district coordinator for Texas GEAR UP, and the president of the school board and submitted on district letterhead.