

Informal Discretionary Competition (Grant)

LASO Cycle 3 (2024-2025)

Learning Acceleration Support Opportunities

2025-2027 ECHS Planning and Implementation Grant

Program Guidelines

Authorized by General Appropriations Act, Article III, Rider 58, 88th Texas Legislature



Grant Application Due Date

December 13, 2024; 5:00 p.m. CST

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Texas Education Agency

Table of Contents

LASO Cycle 3 (2024-2025) Learning Acceleration Support Opportunities	1
Grant Program Guidelines	3
Introduction	4
Reference to the General and Fiscal Guidelines	4
Errata Notices.....	4
Overview of the Informal Discretionary Competition (IDC) Grant Process.....	5
Contact for Clarifying Information	6
Grant Program Contact	6
Additional Program Contact.....	6
Funding Contact	6
U.S. Department of Education and/or State Appropriations	7
Timeline	8
Grant at a Glance	9
Authorizing Legislation.....	9
Where to Submit the Grant Application	9
Purpose of Program	9
Eligible Applicants	9
Shared Services Arrangement.....	9
Application Funding	10
Supplement, Not Supplant.....	10
Limitation of Administrative Funds.....	10
Pre-Award Costs.....	10
Grant Application	11
Program Elements.....	12
Allowable Activities and Use of Funds	13
Unallowable Activities and Use of Funds.....	15
Attachments	15
Required Program-Related Attachments.....	15
Required Fiscal-Related Attachments.....	17
LASO Scoring and Review	17
LASO Review and Funding Criteria.....	17
Priority Points.....	18
Oral Interviews for Funding	18

Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Early College High School Planning and Implementation Grant
Application Due Date	December 13, 2024; 5:00 p.m. CT
Program Authority	General Appropriations Act, Article III, Rider 58, 88th Texas Legislature

Introduction

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency’s subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions.

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.

Errata Notices

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

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Overview of the Informal Discretionary Competition (IDC) Grant Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the [TEA Grant Opportunities](#).
2. Eligible applicants submit the grant application via Qualtrics by the specified deadline in this document.
3. Grant applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. Applicants selected for funding will be required to submit and certify an eGrants funding application including assurances and a budget summary to receive funding. Note: All data submitted in the grant application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), *TEA Contacts*.

The following TEA staff member should be contacted with questions:

Grant Program Contact

Program manager name	Darin Ford
Program manager title	CCRSM Coordinator
Program manager email	ccrsm@tea.texas.gov
Program manager phone	(512) 936-6060

Additional Program Contact

Program manager name	Krystal Garza
Program manager title	Director, Postsecondary Preparation Programs
Program manager email	ccrsm@tea.texas.gov
Program manager phone	(512) 936-6060

Funding Contact

Program manager name	Competitive Grants Unit
Program manager title	Grants Administration Division
Program manager email	competitivegrants@tea.texas.gov
Program manager phone	(512) 463-8525

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

CATEGORY	AMOUNT
Total funds available for this project	\$800,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$800,000

Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Date	Event
October 1, 2024 at 10:00 a.m.	General Webinar Option 1 Registration link can be found on the LASO 3 website .
October 3, 2024 at 3:00 p.m.	General Webinar Option 2 Registration link can be found on the LASO 3 website .
October 14, 2024	Grant application available LASO individual application links will be emailed to Superintendents on October 14, 2024. Please see the LASO 3 website for more information.
October 17, 2024 at 10:00 a.m.	Program Specific Webinar Option 1 Registration link can be found on the LASO 3 website .
October 18, 2024 at 10:00 a.m.	Program Specific Webinar Option 2 Registration link can be found on the LASO 3 website .
November 1, 2024	Deadline to submit questions for the final FAQ document Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov .
November 13, 2024	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. See General and Fiscal Guidelines , Frequently Asked Questions.
December 13, 2024	Due date for the IDC Qualtrics application The LASO 3 application must be received by the TEA by 5:00 p.m., Central Time. See General and Fiscal Guidelines , LASO 3 Application Due Date and Time.
December 20, 2024 - January 30, 2025	Application review period, including interviews if necessary See General and Fiscal Guidelines , Review Process.
February 20, 2025	Anticipated award announcement
February 20, 2025	eGrants ADC and Application opens for awarded applicants
February 20, 2025	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.
March 24, 2025	Due Date for eGrants Application
January 29, 2027	Last day to amend grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.
April 30, 2027	End date of grant (if selected for funding) See General and Fiscal Guidelines , Grant Period.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the General Appropriations Act, Article III, Rider 58, 88th Texas Legislature.

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 14, 2024. Please see the [LASO 3 website](#) for more information.

Purpose of Program

The Early College High School (ECHS) program offers campuses an opportunity to plan to build an Early College High School within their district. This program offers opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses and provide academic and wrap around strategies that help students succeed in college-level coursework at no cost to the students. The ECHS program requires a campus to maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities to the ECHS academy students.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

The eligible applicants are:

- Serving students in Grades 9–12; or
- Will begin serving students in Grade 9 or students in Grades 9 and 10 in the first year of implementation (2026-2027) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- All current ECHS planning, provisional or designated campuses are not eligible to apply.
- All recipients of previous ECHS Planning and Implementation Grants are not eligible to apply.
- All recipients of a previous LASO-ECHS Grant are not eligible to apply.

Education Service Centers (ESCs) are not eligible to apply.

Eligibility List

There is not an eligibility list for this grant.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Application Funding

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*.

It is anticipated that approximately 8 applicants will be awarded up to \$100,000.

Selection of Applicants for Funding

Applicants will be selected in rank order.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

TEA requires a 20% cost share for this program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

Note: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total grant awarded.

For this state-funded Grant, the Grantee may claim a maximum for indirect costs equal to **the lesser** of its current, approved restricted indirect cost rate or 15%.

To calculate the maximum indirect costs that can be claimed for a Grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Grant Application

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

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

Statutorily Required Responses

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

The following requirements are defined in the statute that authorizes this program.

The applicant must comply with each of these requirements in the application to be considered for funding:

1. Early College High School (ECHS)--A school established under Texas Education Code (TEC), §29.908, that enables a student in Grade 9, 10, 11, or 12 who is at risk of dropping out of school, as defined by TEC, §29.081, or who wishes to accelerate completion of high school to combine high school courses and college-level courses. An ECHS program must provide for a course of study that, on or before the fifth anniversary of a student's first day of high school, enables a participating student to receive both a high school diploma and either an applied or academic associate degree, with a completed field of study curriculum, as defined by TEC, §61.823, that is transferable toward a baccalaureate degree at one or more general academic teaching institutions, as defined by TEC, §61.003.
2. The ECHS campus must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25.

TEA Application Required Responses

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

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. The ECHS campus must establish a Leadership Design Team to guide the campus to begin serving students in the ECHS and provide leadership for the campus regarding ECHS. Leadership Design team members as outlined in the ECHS Blueprint (1.6 and 1.7).
2. ECHS campuses must submit a data report of leadership team members, meeting dates, and agendas (including attendance) posted on the school's website.
3. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen the academic, behavioral, and mental health supports necessary for high school and college readiness and to be successful in

rigorous academic and work-based educational experiences as outlined in the ECHS Blueprint (5.4, 5.5, 5.6, and 5.7).

Statutory and Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.
6. The LEA will maintain current contact information in AskTED to ensure timely communication.
7. The LEA will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
8. ECHS campuses must submit a recruitment plan that includes marketing materials (in English/Spanish) and timelines.
9. ECHS campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff and school board members.

The program-specific assurances for this Grant program are listed in the Qualtrics Grant application.

Program Elements

Description of Program

The ECHS program is an open-enrollment initiative that integrates college and high school coursework, enabling students to earn a high school diploma and associate degree while still in high school. Designed to support historically underserved and at-risk students, Early College High Schools offer a successful pathway to postsecondary education. The ECHS program requires that campuses maintain a partnership with an institution of higher education (IHE) to provide dual credit opportunities.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. The applicant agrees to collect data and report on the projected student enrollment into the ECHS with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), race/ethnicity, first-generation college students, English Learners, students who are economically disadvantaged, and students with disabilities.
2. The applicant agrees to collect data and report on the stakeholder input methods used to gather feedback about the program's implementation from students, parents, community members, and postsecondary partners.
3. The applicant agrees to collect and report data on the annual CCRSM annual designation application.

Limits on Contracted Evaluators

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

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this Grant include only the following:

General Allowable Activities and Use of Funds

Include from the following list any applicable activities and any other general uses of funds allowed for the Grant program. If programmatic allowable activities are more specific, as appropriate use that language instead. If limitations apply, include them (e.g., specific payroll positions, required contracts, etc.). If an activity is NOT allowable for this Grant program, add to the Unallowable Activities and Use of Funds list, and check the box and we will delete the activity

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include: The bullets below are for SBITA, but there are other debt service possibilities. If SBITA costs (6514 and 6526) are unallowable for the Grant program, delete and move to the Unallowable Activities and Use of Funds list. If 6512, 6522, and 6523 are allowable debt service costs, move them from the Unallowable section to here.
 - a. Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - b. Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
- Capital outlay
- Operating transfers out
- Teacher professional development.

- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Services rendered by institutions of higher education (IHEs) for the benefit of local educational agency (LEA) personnel when payment is made directly to the institution.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Tuition when the LEA is under contract to provide instructional services to students.
- Staff and student tuition and fees for higher education, public, and nonpublic schools for the following: Other tuition and transfer payments not detailed above NOTE: If tuition is to be paid by the staff or student participant and then reimbursed upon completion of the course, budget this cost in Other Operating Costs (6400).

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Field Trips

Field trips may be funded under the Grant program.

Only the following types of field trips may be allowable:

- Same day field trips for ECHS students to partner IHEs or partner industry sites.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Stipends for Non-Employees Other Than Those Included in 6419

Stipends for non-employees other than those included in 6419 may be funded under the Grant program.

Non-Employee Costs for Conferences

Non-employee costs for conferences may be funded under the Grant program.

Costs must be managed to minimize costs to the Grant award. The following types of conferences may be allowable:

- CCRSM Regional Convenings
- CRSM Leadership Summit
- CCRSM Showcases
- CCRSM Regional Collectives
- CCRSM Partners Connect

Non-employee costs for conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the Grant program.

Only the following travel costs may be allowable for these positions:

- Relevant in-state ECHS/CCRSM travel.

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

- Out of state travel.
- Cost of membership in civic/community organization.
- An advisory council.
- Food, beverage, and snacks.

In addition, unallowable activities and use of funds for this Grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - a. Capital Lease Liability — Principal Costs (6512)
 - b. Capital Lease Liability – Interest Costs (6522)
 - c. Interest on Debt Costs (6523)
 - d. Audit services for state-funded Grants

Attachments

There are two types of attachments that may be required to be submitted with your Qualtrics application:

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the Qualtrics application.

The applicant must submit with the application the following required program-related attachments.

1. The applicant must submit all program-related attachments for the following questions in the Program Requirements section of the ECHS grant application:
2. In 300 words or less, detail how your campus arrived at the decision to apply for this grant. Include at least one key motivation, one challenge, and one opportunity explored during discussions with stakeholders such as school board members, faculty/staff, and parents/students that is specific to your community. Highlight any data or research that influenced the decision
3. Upload the Letter of Support from IHE partner.
4. Upload the course of study/crosswalk that the school is planning to offer. Please refer to the ECHS Blueprint (2.4, 4.3, 4.4 and 4.5) when answering this question.
5. In 300 words or less, describe how the postsecondary credentials earned by students meet the local economic needs in the ECHS academic plan. Please refer to the ECHS Blueprint (4.1 and 4.2) when answering this question.

6. In 300 words or less, describe how the campus and district intend to work with and secure the partnership with an IHE and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: funding, instructional materials, transportation costs, joint professional development, and data sharing, and access to student data. Please refer to the ECHS Blueprint (1.9, 2.3, 2.8, 2.10 and 2.14) when answering this question.
7. In 300 words or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3 and 3.4) when answering this question.
8. Provide examples of how the future campus plans to offer a system of academic supports to all students. List at least three activities and three brief descriptions that are specific to your campus and future student population. Please refer to the ECHS Blueprint (4.7, 5.3 and 5.4) when answering this question.
9. After completing a successful second year of serving as a LASO 3.0 ECHS campus, the campus leader and school counselor are promoted to other positions outside of your district, and the district ECHS program budget is reduced. In 300 words or less, please describe the sustainability measures implemented at your campus beforehand to address and mitigate the challenges of leadership changes, staff turnover, and potential future funding fluctuations.
10. ECHS campuses must submit an academic year signed and dated memorandum of understanding (MOU) and course articulation agreement with one or more college partners that fulfills the statutory requirements of this grant. The agreement must address curriculum alignment, instructional material, instructional calendar, courses of study that lead to an associate degree or up to 60 hours of college credit toward a baccalaureate degree, student enrollment and attendance, grading periods and policies, administration of statewide assessments, and data-sharing policies and procedures
11. ECHS campuses must submit a data report of projected student enrollment into the ECHS with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), race/ethnicity, first-generation college students, English Learners, students who are economically disadvantaged, and students with disabilities.
12. ECHS campuses must submit enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant. Enrollment Guidelines should clearly document enrollment policies and practices to include admissions policies of performance-blind, open access systems that encourage and considers applications from all students or a weighted lottery that factors 10 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.
13. ECHS campuses must submit a recruitment plan that includes marketing materials (in English/Spanish) and timelines.
14. ECHS campuses must submit a data report of stakeholder input methods used to obtain input about the implementation of the program from students, parents, community, postsecondary partners, with regular activities to educate students, parents, counselors, community, district staff and school board members.

Reminder: Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

This does not apply to this grant program.

LASO Scoring and Review

This section provides information on the scoring and review of LASO applications.

LASO Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *Review Criteria*

Review Criteria	Description	Maximum Points Available
Stakeholder-Driven Decision-Making and Sustainability (Program Application Questions 10 and 19)	Describe your campus’s grant application decision, including motivations, challenges, stakeholder discussions, data support, and sustainability measures for leadership, staff turnover, and funding fluctuations.	15
Accredited IHE partnership Agreement (Program Application Questions 11 and 12)	Identify and confirm the accredited IHE partnering with the ECHS campus, and upload the supporting letter from the IHE	5
Planned degrees, courses offered, and crosswalk (Program Application Questions 13 and 14)	Identify the associate degree, certificates, and courses the future ECHS campus plans to offer, including a detailed study/crosswalk.	10
Postsecondary credentials alignment and MOU partnership roles (Program Application Required Questions 15 and 16)	Explain how the postsecondary credentials in the ECHS plan address local economic needs and outline the campus and district’s strategy for securing and aligning IHE partnerships.	10
Future recruitment strategies and support systems (Program	Outline key strategies for recruiting and supporting historically underserved and at-risk students, and providing academic support tailored to the campus and student needs.	10

Application Questions 17 and 18)	
Total Standard Review Points Possible	50 Points

Priority Points

See the [General and Fiscal Guidelines](#), Priorities for Funding.

All eligible LEA’s grant applications will be evaluated based on the following categories:

LEAs not currently participating in the CCRSM Network will receive 1 priority point.

LEAs classified by TEA as Rural will receive 1 priority point.

LEAs classified by TEA in the upper quartile of at-risk students will receive 1 priority point.

LEAs classified by TEA in the upper quartile of economically disadvantaged students will receive 1 priority point.

Campuses classified by TEA with an enrollment size under 5,000 students will receive 1 priority point.

Campuses classified by TEA with an enrollment size between 5,001 and 10,000 students will receive 2 priority points.

If LEA funding requests exceed the amount available for this grant, oral interviews may be used. If used, applicants that receive 70% of the total points available through the sum of the narrative questions and priority point criteria will be invited to attend an oral interview, which will be conducted virtually. Prioritization based on enrollment size, rural classification, at-risk and economically disadvantaged student populations, and participation in CCRSM Network.

Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), *Oral Interviews for Funding*.

During the virtual oral interviews, applicants will have the opportunity to elaborate and be evaluated on their planned partnership with a Texas Institute of Higher Education (IHE), as well as answer any additional questions which the TEA may have to assess their readiness for this grant program. The applicant may reference any documents, including the Program Guidelines and FAQs. If LEA funding requests exceed the amount available for this grant, oral interviews may be used according to the following process. If used, applicants that receive 70% of the total points available through the sum of the standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually.