

Learning Acceleration Support Opportunities (LASO) 2022-2023 Winter Cycle

ECCHS Planning and
Implementation Grant
Program Guidelines



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Grant Program Guidelines 2022

Grant Name as it will appear on the TEA Grant Opportunities Page	ECHS Planning and Implementation Grant
Application Due Date	11:59 p.m. Central Time, December 22, 2022
Program Authority	General Appropriations Act, Article III, Rider 48, 87th Texas Legislature, Regular Session, 2019, (TEC) §29.908(b) and (TAC) §102.1091

INTRODUCTION

The Texas Education Agency (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, open-enrollment 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 document MUST be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Standard Application consists of all 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 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.**

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 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 grant application and supporting documents on the [TEA Grant Opportunities](#) webpage.
2. Eligible applicants submit grant application via Qualtrics to TEA by the specified deadline on the [TEA Grant Opportunities](#) webpage.
3. Grant applications are reviewed and scored. Note: Applicants may be required to attend an oral interview or respond to additional questions regarding their 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 eGrant application including assurances and a budget summary to receive funding.***
6. TEA staff conducts budget negotiations on the eGrants application.
7. The Notice of Grant Award (NOGA) will be issued upon successful completion of the negotiation process.

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	\$1,000,000
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	\$1,000,000

APPLICANT ASSISTANCE

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

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

The following TEA staff member should be contacted with questions:

Program manager name	Mary Hausle
Program manager title	CCRSM Coordinator
Program manager email	ccrsm@tea.texas.gov
Program manager phone	512-463-6060

Errata Notices

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

TIMELINE

Dates, except the grant ending date, may vary slightly as conditions require.

Date	Event
November 7, 2022	Grant application available
November 14, 2022; 8:00-9:00am	Webinar schedule See the General and Fiscal Guidelines Applicants' Conference/Webinar Webinar registration link can be found at LASO website Webinars will be both live and recorded
December 1, 2022	FAQ deadline See the General and Fiscal Guidelines , Frequently Asked Questions. The FAQs for this grant program will be posted to the TEA Grant Opportunities and LASO website site no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov
December 6, 2022	FAQ Publishing
December 22, 2022	Due date for the application. The application must be received by the TEA by 11:59 p.m., Central Time. See General and Fiscal Guidelines , Grant Application Due Date and Time
December 28, 2022- January 30, 2023	Application review period, including interviews if necessary See General and Fiscal Guidelines , Grant Review Process
February 6, 2023	Anticipated award announcement

Date	Event
February 21, 2023	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , <i>Grant Period</i>
January 30, 2025	Final date to submit an amendment (if selected for funding)
April 30, 2025	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , <i>Grant Period</i>

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

GRANT AT A GLANCE

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

General Appropriations Act, Article III, Rider 48, 87th Texas Legislature, Regular Session, 2019, (TEC) §29.908(b) and (TAC) §102.1091

Where to Submit the Grant Application

Complete the application via the link emailed to the Superintendent In case, if the LEA is unable to receive the application link in the superintendent email, please refer to this form posted on [LASO website](#) to acquire a new link

Purpose of Program

The ECHS grant offers campuses an opportunity to plan to build an Early College High School within their district. Early College High Schools (ECHS) offer opportunities for campuses to provide targeted supports for historically underserved students through rigorous instruction and accelerated postsecondary courses to provide academic and wrap around strategies that help students succeed in college level coursework at no cost to the students.

The ECHS grant requires a campus to maintain a partnership with an institution of higher education (IHE) that will serve to provide dual credit opportunities to the ECHS.

Eligible Applicants

See the [General and Fiscal Guidelines](#), *Eligibility To Apply*
LEAs that:

- Serve 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 (**2024-25**) and will progressively scale up by adding at least one grade level per year after the first year of implementation.

Recipients of the 2021–2023 ECHS Planning and Implementation Grant and the 2022 – 2024 ECHS Planning Grant are not eligible for this grant.

Shared Services Arrangements

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

Shared services arrangements (SSAs) are not allowed.

APPLICATION ATTACHMENTS

This section describes the required attachments that must be included with the application.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#): *Grant Required Program-Related Attachments*

- Letter of support from institution of higher education for future ECHS campus.
- Narrative Questions:
 - **Program of Study**

Describe the course of study/crosswalk that the school is planning to offer and/or how it expands upon current offerings to enhance and build an academic pathway. Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned. Describe how the postsecondary credentials earned meet local economic needs.

- **Strategic Partnerships**

Describe how the campus and district intends to work with and secure the partnerships with an Institution of Higher Education and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: Curriculum Alignment, Instructional Materials, Instructional Calendar, Courses of Study, Student Enrollment and Attendance, Grading Periods and Policies and Administration of Statewide Assessment Instruments.

APPLICATION REQUIREMENTS AND ASSURANCES

This section describes the types of requirements that applicants must assure adherence to in order 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)

Statutory Requirements

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

Per TEC §22.0834, 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*.

The ECHS campus must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. 2. The ECHS campus must provide a course of student that enables participation students in grades 9-12 to earn a high school diploma, earn and associate degree or up to 60 college credit hours. 3. 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 Program Requirements

See the [General and Fiscal Guidelines](#), *Grant 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 are outlined in the [ECHS Blueprint](#).
2. The ECHS campus must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences.

Program-Specific Assurances

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

The program-specific assurances are listed on the application.

1. 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.
2. Leadership Team members, meeting dates, and agendas (including attendance) posted on the school's website.
3. 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

students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.

4. Recruitment Plan that includes: marketing materials (in English/Spanish) and timelines.
5. 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.
6. 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 materials
 - 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
 - Data-sharing policies and procedures
7. Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:
 - Plan for academic mentoring of faculty and student supports for intervention and acceleration.
 - Counseling, guidance and student advisory services for academic and social/emotional support.
 - Social/emotional supports such as parent outreach, connections to social services when needed, and peer mentoring.

PROGRAM ELEMENTS

This section provides detailed information about the grant.

Description of Program

The purpose of the Early College High Schools (ECHS) model is to allow students least likely to attend college an opportunity receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree. The ECHS provides dual credit at no cost to historically underserved students, targeting those who are at-risk and/or economically disadvantaged. The ECHS offers rigorous instruction and accelerated courses and provides academic and social support services to help students succeed in college level coursework. The ECHS provides students with highly personalized attention which promotes improvement in college readiness.

Recipients of the ECHS Planning and Implementation Grant will engage in months of ECHS model planning and implementation with support from TEA's selected technical assistance provider to establish the foundational components of the ECHS program, as outlined in Texas Education Code (TEC) §29.908(b) and the Texas Administrative Code (TAC) §102.1091.

Grantees who receive the ECHS Planning and Implementation Grant will use the first months

planning to implement the design elements and requirements aligned to the [2020-21 ECHS Blueprint](#), and serve students in the following school year. Technical Assistance for CCRSM Network campuses, such as ECHS Planning and Implementation Grantees, are provided at no cost to the LEA. If you are a recipient of this grant, no funds will be needed to pay for Technical Assistance provided through Educate Texas.

ECHS campuses must partner with Texas institutions of higher education (IHEs) to reduce barriers to college access. The IHE partner(s) must serve on the ECHS Leadership Team to provide support and guidance to the ECHS in curriculum development, resource acquisition, and student/community outreach.

Together, the ECHS and IHE develop course equivalency crosswalks that lead to Level 1 and Level 2 certificates, associate degrees, and/or completion of the Texas Core Curriculum to provide stackable credentials as students advance on the academic pipeline.

This grant is authorized by the General Appropriations Act, Article III, Rider 49, 86th Texas Legislature, Regular Session, 2019, (TEC) §29.908(b) and (TAC) §102.1091.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision

Applies

QUALIFICATIONS AND EXPERIENCE

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

Does not apply to this grant program

PERFORMANCE AND EVALUATION MEASURES

Performance Measure

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

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

1. 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.
2. Leadership Team members, meeting dates, and agendas (including attendance) posted on the school's website.
3. 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 students who are at-risk as defined by the PEIMS (TEC §29.081) or who are part of the targeted subpopulations for ECHS.

3. Recruitment Plan that includes: marketing materials (in English/Spanish) and timelines.
4. 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.
5. 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 materials
 - 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
 - Data-sharing policies and procedures
6. Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include:
 - Plan for academic mentoring of faculty and student supports for intervention and acceleration.
 - Counseling, guidance and student advisory services for academic and social/emotional support.
 - Social/emotional supports such as parent outreach, connections to social services when needed, and peer mentoring.

Limits on Contracted Evaluators

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

APPLICATION FUNDING

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*
It is anticipated that approximately 10 grants will be awarded in amount of \$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 (or Authorizing statute) requires a:

20% cost share/match

Limitation of Administrative Funds

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

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

Direct Administrative Costs

TEA/The authorizing statute limits the amount of direct administrative costs to no more than 10% of the total award.

Indirect Costs

For Federal Grants Only

Does not apply to this grant program

For State Funded Grants Only

If supplement, not supplant applies | 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](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

Pre-Award Costs

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

Pre-award costs:

are not permitted

Note Pre-award costs are permitted from the award announcement date to the start date.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

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

Field Trips

Field trips

may be funded under the grant program

Only the following types of field trips are allowable:

Trips to work-based sites, Institutions of Higher Education or other relevant ECHS activities.

Note Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the [Administering a Grant page](#).

Advisory Council

An advisory council:

may not be funded under the grant program.

Only the following types of advisory councils are allowable
Does not apply to this grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization:

may not be funded under the grant program.

Only the following types of civic or community organization membership costs are allowable:
Does not apply to this grant program

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences

may be funded under the grant program

Conferences must be managed to minimize costs to the grant award.

Note Hosting or Sponsoring of Conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the cost of Hosting or Sponsoring of Conferences Justification form, refer to the Administering a Grant page.

Out-of-State Travel

Out-of-state travel costs:

may not be funded under this grant program

Note Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the Administering a Grant page

Travel Costs

Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members

may be funded under the grant program

Only the following travel costs are allowable for these positions

Relevant in-state ECHS travel

General Allowable Activities and Use of Funds

Reasonable and necessary items for accomplishing the objectives of the ECHS grant program.

- Curriculum planning and development Materials and supplies for ECHS
- Convening of advisory council/leadership team including travel
- Limited travel for leadership team to visit exemplary and best practice schools

- Teacher professional development
- Salaries for instructional staff
- Teacher credentialing specifically related to identified programs of study
- Equipment necessary for implementation of identified programs of study
- Career counselor salary
- Salary for dedicated program director/administrator
- Day field trips for ECHS students to partner IHEs or partner industry sites.
- Extra duty pay for instructors in the programs of study.
- Supplies and materials for advisory council (excluding food, beverage, snacks)

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs

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

- Debt service (lease-purchase)
- Audit services for state-funded grants
- Travel costs for officials
- Hosting/sponsoring conferences
- Cost of membership in civic/community organization
- Tuition and course fees for students
- Instructional materials for students
- Food, beverage, snacks
- Audit services for state-funded grants

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

- Debt service (lease-purchase)
- Audit services for state-funded grants

FEDERAL GRANT REQUIREMENTS

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), *Equitable Access and Participation*.

This requirement: Does not apply to this grant program

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), *Private Nonprofit School Participation*.

This requirement: Does not apply to this grant program

Maintenance of Effort

See the [General and Fiscal Guidelines](#), *Maintenance of Effort*.

This requirement: Does not apply to this grant program

SCORING AND REVIEW

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

Grant Review and Funding Criteria

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

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

- Enrollment size
- Rural classification
- Participation in the CCRSM Network

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 standard and specific review criteria will be invited to attend an oral interview, which will be conducted virtually. Prioritization based on enrollment size, rural classification, and participation in CCRSM Network.

Narrative Questions will be scored over 24 points.

Program of Study Narrative: 12 points

Describe the course of study/crosswalk that the school is planning to offer and/or how it expands upon current offerings to enhance and build an academic pathway. - 4 points

Describe how the course of study will enable a student to combine high school courses and postsecondary courses and identify degrees/certificate/certifications to be earned.- 4 points

Describe how the postsecondary credentials earned meet local economic needs. – 4 points

Strategic Partnerships: 12 points

Describe how the campus and district intends to work with and secure the partnerships with an Institution of Higher Education (4 points) and align the needs of the Memorandum of Understanding (MOU) that addresses topics such as but not limited to: Curriculum Alignment, Instructional Materials, Instructional Calendar, Courses of Study, Student Enrollment and Attendance, Grading Periods and Policies and Administration of Statewide Assessment Instruments.

Oral Interviews for Funding

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

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