

Learning Acceleration Support Opportunities (LASO) 2023-2024

Pathways in Technology Early College High School
Planning and Implementation Grant
Program Guidelines



Table of Contents

.....	1
Learning Acceleration Support Opportunities (LASO) 2023-2024	1
Grant Program Guidelines	4
Introduction	4
Reference to the General and Fiscal Guidelines.....	4
Overview of the Process	5
U.S. Department of Education and/or State Appropriations	5
Applicant Assistance	5
Contact for Clarifying Information.....	5
Errata Notices	6
Grant at a Glance	7
Authorizing Legislation	7
Where to Submit the Grant Application	7
Purpose of Program	7
Eligible Applicants.....	7
Application Attachments	8
Required Attachments.....	8
Application Requirements and Assurances	9
Statutory Requirements.....	9
TEA Program Requirements.....	10
Program-Specific Assurances.....	11
Program Elements	11
Description of Program.....	12
Supplement, Not Supplant.....	13
*Qualifications and Experience	13
*Performance and Evaluation Measures.....	13
Limits on Contracted Evaluators.....	14
Application Funding	14
Selection of Applicants for Funding	14
Cost Share or Matching Requirement	14
Limitation of Administrative Funds.....	14

Activities and Use of Funds..... 15

Scoring And Review 17

Grant Review and Funding Criteria..... 17

Oral Interviews for Funding 18

Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Pathways in Technology Early College High School Planning and Implementation Grant
Application Due Date	5:00 p.m. Central, December 7, 2023
Program Authority	General Appropriations Act, Article III, Rider 58, 88th Texas Legislature

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 the 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. ***Awarded applicants will be required to submit an eGrants application for 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	Darin Ford
Program manager title	CCRSM Coordinator
Program manager email	ccrsm@tea.texas.gov
Program manager phone	(512) 463-1692

Errata Notices

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

DATE	EVENT
October 18, 2023; 1:00-2:00 p.m.	General Webinar schedule
October 19, 2023; 9:00-10:00 a.m.	Webinar registration link can be found on the LASO website
October 23, 2023	Grant application available
October 31, 2023; 12:00-1:00p.m.	Program Specific Webinar schedule
November 3, 2023; 12:00-1:00 p.m.	Webinar registration link can be found on the LASO website
November 10, 2023	FAQ deadline
November 17, 2023	<p>FAQ Publishing</p> <p>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</p>
December 7, 2023	<p>Due date for the application. The application must be received by the TEA by 5:00 p.m. Central Time. LASO individual application links will be emailed to Superintendents on October 23, 2023. Please see the LASO website for more information.</p> <p>See General and Fiscal Guidelines, Application Due Date and Time</p>
January 2, 2024-January 25, 2024	<p>Application review period, including interviews if necessary.</p> <p>See General and Fiscal Guidelines, Review Process</p>
February 8, 2024	Anticipated award announcement
February 21, 2024	<p>Beginning date of grant (if selected for funding)</p> <p>See General and Fiscal Guidelines, Grant Period</p>
January 29, 2026	Final date to submit an amendment (if selected for funding)
April 30, 2026	<p>Ending date of grant (if selected for funding)</p> <p>See General and Fiscal Guidelines, Grant Period</p>

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

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 23, 2023. Please see the [LASO website](#) for more information.

Purpose of Program

The P-TECH grant offers campuses an opportunity to plan to build a Pathways in Technology Early College High School (P-TECH) within their district. P-TECH Academies offer opportunities for students to earn a high school diploma while simultaneously earning industry certifications, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student.

The P-TECH 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 P-TECH academy and with a business/industry partner to provide work-based support.

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 (2025-2026) and will progressively scale up by adding at least one grade level per year after the first year of implementation.
- Any 23-24 P-TECH planning, provisional or designated campuses are not eligible to apply.
- Furthermore, recipients of previous P-TECH and ICIA grants are not eligible to apply:
 - P-TECH and ICIA Planning Grant (2018-2019; 2019-2020; 2018-2020; 2019-2021)

- P-TECH and ICIA Planning and Implementation Grant (2020-2022; 2021-2023)
- P-TECH Success Grant (2020-2022)
- CCRSM P-TECH Planning and Implementation Grant (2021-2023)
- Any recipients of previous LASO- ECHS or P-TECH Grants

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

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed for this grant program.

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](#): *Required Program-Related Attachments*

Program attachments must be submitted with the program application. For this grant application, you are required to submit 3 additional individual attachments.

- Letter of support from their Institution of Higher Education Partner (IHE).
- Letter of support from a business or industry partner.
- Application 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 with Institutions of Higher Education**

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.

- **Strategic Partnerships with Business and Industry**

P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

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*.

1. P-TECH campuses 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. P-TECH campuses must provide for a TEA CTE program of study that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

3. P-TECH campuses 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. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the items below:
 - Curriculum alignment
 - Instructional materials
 - Instructional calendar
 - Programs/courses of study
 - Student enrollment and attendance
 - Grading periods and policies
 - Administration of statewide assessments
 - Name of the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.
4. P-TECH campuses must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines:
 - Provide 100% of participating students access to appropriate work-based education at every grade level.
 - Address regional workforce needs.
 - The industry/business partner will give a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.
 - Review the MOU at least every two years and update as necessary the name of the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), *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. P-TECH campuses must establish a Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are

outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic necessary for high school and college readiness and to be successful in rigorous academic and work-based educational experiences. Describe wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support the P-TECH.

Program-Specific Assurances

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

The program-specific assurances are listed on the application.

1. Required by statute: P-TECH campuses will provide participating students with flexibility in class scheduling and academic mentoring.
2. Required by statute: P-TECH campuses will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
3. Required by statute: P-TECH campuses will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma and an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
4. Required by statute: P-TECH campuses will be provided at no cost to participating students.
5. Required by statute: P-TECH campuses will ensure that a student is entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.
6. The P-TECH campus will implement the design elements included within the 6 benchmarks of the P-TECH Blueprint and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

Program Elements

This section provides detailed information about the grant.

Description of Program

The purpose of the Pathways in Technology Early College High Schools (P-TECH) is to provide students with a smooth transitional experience to postsecondary and the workforce. P-TECH models allow students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student. The hallmark of the P-TECH model is its career focus and the provision of work-based education. P-TECH programs:

- Enroll historically underserved students, targeting at-risk and economically disadvantaged.
- Provide students grade 9 through 12 the opportunity to complete a course of study that combines high school and post-secondary courses.
- Enable students to earn a high school diploma, along with an associate degree, Level 1 or Level 2 certificate, or industry-based certification within six years.
- Offer age-appropriate work-based learning opportunity in every grade level
- Allow students to gain work experience through an internship, apprenticeship, or other job training programs.
- Align to regional workforce needs, guiding students into high-demand, high-wage careers.
- Partner with Texas Institutions of Higher Education (IHEs) and regional businesses and industries, giving students access to post-secondary education and workforce training opportunities.

The purpose of the P-TECH Planning and Implementation Grant is to help eligible applicants who, upon receipt of the grant, will engage in months of P-TECH model planning and implementation with support from the CCRSM designated technical assistance provider, to establish the foundational components of the P-TECH program. If you are a recipient of this grant, no funds will be needed to pay for Technical Assistance provided via a CCRSM designated Technical Assistance Provider.

Grantees who receive the P-TECH Planning and Implementation Grant will spend the first months planning to implement the design elements and requirements aligned to the current P-TECH Blueprint. The P-TECH program may be established as a whole-campus model, a small stand-alone campus, a school within-a-school model, or another model as chosen by the campus and approved by TEA. Planning grant funds will be utilized to support campus needs for establishing the foundational implementation elements of P-TECH.

P-TECH campuses establish strong partnership agreements with local business and industry as well as institutions of higher education (IHE). The partners serve on the leadership and advisory team to provide support and guidance to the P-TECH in resource acquisition, curriculum development, work-based learning, and student/community outreach to ensure a successful academic and career pipeline. In partnership with an IHE, as well as the community and employers, a P-TECH campus provides rigorous academic and work-based learning programs that provide students with clear pathways to regional employment opportunities in response to local workforce needs.

P-TECH campuses are public schools established under the Texas Education Code (TEC) §29.553 (PTECH) that enable students in Grades 9, 10, 11, or 12 who are at-risk of dropping out, as defined by the TEC, §29.081, or who wish to accelerate completion of high school, to combine high school courses and college-level courses.

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
- Does not apply

The following sections designated by an asterisk () are not required and may be skipped by entering a NA if not applicable.*

*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

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

1. Projected student enrollment into the P-TECH program with percentage of demographics: students who are at-risk as defined by PEIMS (TEC 29.081), ethnicity, first-generation college students, English Language Learners, students who are economically disadvantaged, and students who receive special education services.
2. Leadership design team members, meeting dates, agendas and meeting minutes (including attendance) posted on the school's website.
3. Enrollment guidelines that follow the enrollment requirements outlined in the statutory requirements of this grant and the P-TECH Blueprint.
4. Recruitment Plan that includes marketing materials and timelines (in English/Spanish if so required).
5. The methods used to obtain input about the implementation of the program from parents, community, business and postsecondary partners, regular activities to educate students, parents, counselors, community, staff and school board members.
6. Current signed and dated list of high-demand occupations and programs/courses of study that lead to these occupations that was developed in partnership with the local workforce development board.

7. Signed and dated MOU with business partner for the academic year that fulfills the statutory requirements of this grant, and also outlines roles and responsibilities, in-kind match, and work-based education experiences for students in 9th, 10th, 11th and 12th grade.
8. Signed and dated MOU and Articulation agreement with an IHE for the academic year that fulfills the statutory requirements of this grant.
9. Plan of wrap-around strategies and services to provide academic, behavioral, and mental health supports for student success to include: Academic mentoring and support for intervention and acceleration, b. Counseling, guidance and student advisory services, and c. Behavioral, and mental health 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 ranging in amounts in the amount of \$100,000.

Selection of Applicants for Funding

Applicants will be selected in:

- Rank order
- Click or tap here to enter text.

Cost Share or Matching Requirement

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

TEA requires a:

- 20% cost share/match
- There is no cost share or matching requirement

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.

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 permitted
- are not permitted

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
- may not 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](#).

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences

- may be funded under the grant program
- may not be funded under the grant program.

Conferences must be managed to minimize costs to the grant award. Only the following types of civic or community organization membership costs are allowable:

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.*

Travel Costs for 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
- may not be funded under the grant program.

Only the following travel costs are allowable for these positions

Relevant in-state P-TECH travel.

General Allowable Activities and Use of Funds

- Curriculum planning and development
- Materials and supplies for P-TECH
- 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 P-TECH students to travel 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)
- 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.
 - Tuition when the LEA is under contract to provide instructional services to students.

- 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).

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.

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

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](#), *Review Criteria*.

All eligible LEA's grant applications will be given priority points based on the following categories:

- Enrollment size
 - Campuses under 5,000 students will receive 5 priority points
 - Campuses between 5,000 and 10,000 students will receive 10 priority points

LEAs classified by TEA as Rural will receive 5 priority points. A list of schools by district type can be found at: <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

LEAs not currently participating in the CCRSM Network will receive 5 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, and participation in CCRSM Network.

Narrative Questions will be scored over 24 points.

Program of Study (8 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.
- 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 with Institutions of Higher Education (8 points)

- 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.

Strategic Partnerships with Business and Industry (8 points)

- P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

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.