

PROGRAM GUIDELINES:

2020-2022 PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOLS (P-TECH) AND INDUSTRY CLUSTER INNOVATIVE ACADEMIES (ICIA) PLANNING AND IMPLEMENTATION GRANT

APPLICATION DUE DATE

5:00 p.m. Central Time, December 10, 2019

PROGRAM AUTHORITY

Authorized by General Appropriations Act, Article III, Rider 66, 86th Texas Legislature, Regular Session, 2019, and Texas Education Code (TEC), §§29.551-29.556 and §29.908

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Introduction to the Program Guidelines

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 part of the request for application (RFA). Program Guidelines are to be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) 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 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.**

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.

US Department of Education and/or State Appropriations

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

Category	Amount
Total funds available for this project	\$2,350,000
Percentage to be financed with federal funds	15%
Amount of federal funds	\$350,000
Percentage to be financed from nonfederal sources	85%
Amount of nonfederal funds	\$2,000,000

Grant Timeline

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

Date	Event
October 11, 2019	RFA available; notice of the RFA published in the <i>Texas Register</i>
October 22, 2019	Last date to submit questions to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
October 25, 2019	Applicants' Conference/Webinar (registration at https://attendee.gotowebinar.com/register/5949369858538518786)
November 1, 2019	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
November 8, 2019	Due date for the Notice of Intent to Apply; 2022NOIPTECHPLAN
November 8, 2019	Due date for Reviewer Information Form; 2022RIFPTECHPLAN
November 8, 2019	FAQs posted to TEA Grant Opportunities page
December 10, 2019	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time See General and Fiscal Guidelines , Competitive Application Due Date and Time
December 17, 2019 – January 17, 2020	Competitive review period See General and Fiscal Guidelines , Competitive Review Process
March 1, 2020	Beginning date of grant See General and Fiscal Guidelines , Grant Period
March 2, 2022	Final date to submit an amendment
July 8, 2022	Ending date of grant See General and Fiscal Guidelines , Grant Period

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.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by the Authorized by General Appropriations Act, Article III, Rider 66, 86th Texas Legislature, Texas Education Code §29.551-29.556 (P-TECH), Texas Education Code §29.908.

Where to Submit the Application

See the Where to Submit the Competitive Application section of the [General and Fiscal Guidelines](#).

Number of Copies

See the Copies and Signature for Competitive Grants section of the [General and Fiscal Guidelines](#).

Note: TEA requires one original copy, single-sided of the application **and** two, single-sided copies of the application (that is, **three, single-sided copies of the application in total**).

Purpose of Program

The purpose of the Pathways in Technology Early College High Schools (P-TECH) and Industry Cluster Innovative Academies (ICIA) is to provide students with a smooth transitional experience to postsecondary and the workforce. P-TECH and ICIA 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.

P-TECH and ICIA 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 and ICIA 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 community and employers, a P-TECH or ICIA 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 and ICIA schools are public schools established under the Texas Education Code (TEC) §29.553 (P-TECH) and TEC §29.908 (ICIA) that enable students in Grade 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.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility To Apply for Competitive Grants.

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 (2020–2021) and will progressively scale up by adding at least one grade level per year.

Recipients of the 2018–2019 P-TECH and ICIA Planning Grant, 2019-20 P-TECH and ICIA Planning Grant, 2018–2020 P-TECH and ICIA Success Grant or the 2019-2021 P-TECH and ICIA Success Grant are not eligible for the 2020–2022 P-TECH and ICIA Planning and Implementation Grant.

TEA will fund no more than 11 P-TECH and ICIA planning and implementation grantees.

More information about each program can be found at the [Pathways in Technology Early College High School website](#).

Eligibility List

An eligibility list is **not** posted on the [TEA Grant Opportunities page](#).

Shared Services Arrangement

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

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

More Than One Application

Eligible applicants **may not** apply for the grant on behalf of more than one school.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

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

It is anticipated that approximately 11 grants will be awarded up to a maximum amount of \$200,000.

Cost Share or Matching Requirement

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

TEA requires a 20% match for this grant program.

Limitation of Administrative Funds

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

Direct Administrative Costs

TEA limits the amount of direct administrative costs for this grant program to no more than 10% of the total grant award.

Pre-Award Costs

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

Pre-award costs **are not** permitted for this grant.

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 about the RFA, the grant program, or for assistance with the applicants' webinar:

Krystal Garza
Statewide Coordinator of College and Career Readiness School Models
College, Career and Military Preparation
ptech@tea.texas.gov
Phone: (512) 936-6060

Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than the date listed on the Grant Timeline. Applicants may email their questions to the TEA staff member listed in the Contact for Clarifying Information section.

Applicants' Conference/Webinar

See the [General and Fiscal Guidelines](#) Applicants' Conference/Webinar.

Questions that applicants wish to have addressed during the applicants' webinar must be submitted no later than the date given in the grant timeline.

Date of Webinar	Time	Registration Link	Type
Friday, October 25, 2019	10:00 am – 11:30 pm	https://attendee.gotowebinar.com/register/5949369858538518786	Live and recorded for viewing after webinar

Errata Notices

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

GovDelivery Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

While Texas's economy is thriving and strong, Texas employers are reporting challenges in hiring skilled employees in Texas to fill middle-skill jobs in high-needs industries that require associate degrees, postsecondary certificates and/or industry certifications.

Texas is responding to the opportunities and challenges by expanding innovative high school models that provide wrap around services to students through mentoring, articulation of credits from high school to college, flexibility in scheduling, and work-based learning that results in priority status in terms of interviewing with participating employers. In Texas, thousands of students' lives are being changed by the opportunity to follow a seamless and clear path from high school, to postsecondary education and the workforce. The P-TECH and ICIA model provides an exciting and transformative approach to high school that immerses students in rigorous educational opportunities that are connected to Texas's regional labor market demands, responsive to employer needs and focused both on educational and employment outcomes.

The purpose of the 2020–2022 P-TECH and ICIA Planning and Implementation Grant is to solicit grant applications from eligible applicants who, upon receipt of the grant, will engage in 29 months (March 1, 2020 to July 8, 2022) of P-TECH/ICIA model planning and implementation with support from the TEA selected technical assistance provider, to establish the foundational components of the P-TECH and ICIA, as outlined in TEC §29.551 -29.556 and §29.908. Grantees who receive the 2020-2022 P-TECH and ICIA Planning and Implementation Grant will use the first 18 months (March 2020 to August 2021) planning to implement the design elements and requirements aligned to the P-TECH and ICIA Blueprint.

The P-TECH and ICIA program may be established as a whole-campus model, a small stand-alone campus, a school-within-a-school model, or other models as chosen by the campus and approved by TEA.

Planning grant funds will be utilized to support campus needs for completing the implementation plan and establishing the foundational implementation elements of P-TECH and ICIA. Each grantee, with the support of the TEA technical assistance provider, will develop an implementation plan for the 2021–2022 school year, which is the year of required implementation of the P-TECH and ICIA program. The implementation plan is due to TEA on or before November 1, 2020. Grantees will be provided with a template for the implementation plan, which will align with the P-TECH and ICIA Blueprint, and will require the grantee to describe plans for P-TECH and ICIA components such as:

- school design,
- student recruitment,
- establishing partnership agreements with businesses,
- creating an articulation agreement with a 4-year institution detailing how the associate degree and accrued credits could lead to a baccalaureate degree,
- creating pathways to industry-based certifications, and
- appropriate work-based learning for 100% of participating students at all grade levels.

When the implementation plan is approved by TEA, campuses will be invited to apply for P-TECH and ICIA Designation in November 2020. The requirements of the planning year and the implementation plan are outlined further in the Program Requirements Section.

Grantees are required to begin serving students in the P-TECH and ICIA school beginning in the 2021–2022 school year and to meet design elements and outcome-based measures detailed in the P-TECH and ICIA Blueprint. Grantees are also required to apply for P-TECH and ICIA designation in November 2020 when the designation application window opens to begin serving students in the 2021–2022 school year, as required by this grant. TEA will fund a limited number of each model for this grant (see the “Eligible Applicants” section). More information on each model can be found at the TEA website for Pathways in Technology Early College High School and Industry Cluster Innovative Academy.

Activities or initiatives by grantees in the remaining 11 months of the grant may include, but are not limited to: continue aligning practices to the P-TECH and ICIA Blueprint, continuation of collaborative leadership and decision making committees, establishing systems for formal data review as well as the creation of data response plans, strengthening student recruiting systems, increasing opportunities for students to master basic skills and prepare for more rigorous academic classes, reviewing scope and sequences, building the program’s capacity to offer courses, supporting students in enrollment and success in college classes that result in the student’s earning an associate’s degree, an articulated agreement with a 4–year institution detailing how the associate’s degree and accrued credits could lead to a baccalaureate degree, and further developing work-based education partnerships and opportunities for students. In addition, grantees will review current agreements with employer partners to ensure that the agreements emphasize the priority status of students who complete the program in interviewing for jobs with the employer.

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 **does apply** to this grant program.

SMART Goal

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Measurable Progress

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Application Requirements and Assurances

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

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

Program-Specific Assurances

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

1. Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2021-2022 P-TECH and ICIA designation.
2. Required by statute: P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
3. Required by statute: The P-TECH and ICIA school 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.
4. Required by statute: P-TECH and ICIA schools 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, 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
5. Required by statute: P-TECH and ICIA programs will be provided at no cost to participating students.
6. Required by statute: P-TECH and ICIA schools will ensure that the students are 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.

Statutory Requirements

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

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.

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

1. P-TECH and ICIA 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. **Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.**
2. P-TECH and ICIA schools must provide for a program/course 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, sequence 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 and ICIA schools 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 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; and
- administration of statewide assessments

Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

4. P-TECH and ICIA 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 and ICIA 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
- be reviewed at least every two years and updated 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.

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. Grantee must establish a Leadership Design Team to complete the P-TECH or ICIA Implementation Plan, prepare the campus to begin serving students in the P-TECH and ICIA program for the 2020–2021 school year, and provide leadership to the campus regarding P-TECH and ICIA. Leadership Design Team members are outlined in the P-TECH and ICIA 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 and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Services should include both academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. **Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.**

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 for this grant may include but are not limited to the following:

Field Trips

Field trips may be funded under the grant program during the 2021-2022 academic year.

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 be funded under the 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.

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences may not be funded under this grant program.

Out-of-State Travel

Out-of-state travel costs may not be funded under this grant program.

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 not be funded under the grant program.

General Allowable Activities and Use of Funds

- Reasonable and necessary items for accomplishing the objectives of the P-TECH and ICIA Success grant program.
- Curriculum planning and development
- Materials and supplies for P-TECH and ICIA

- 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 and ICIA 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

Project Evaluation and Modification

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

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

Performance Measures

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

1. Data report of projected student enrollment into the P-TECH and ICIA 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. Successful (approved by TEA) completion of required Implementation Plan.
4. Copy of 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 P-TECH and ICIA. This performance measure will be included in the Implementation Plan template.
5. Recruitment Plan that includes: a. Marketing materials and timelines (in English/Spanish if so required)
6. 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. This performance measure will be included in the Implementation Plan template.
7. Current (2020–2021 school year) 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. This performance measure will be included in the Implementation Plan template.
8. Academic year (2021-2022) signed and dated MOU with business partner that fulfills the statutory requirements of this grant, and also outlines roles and responsibilities, in-kind match, and work-based education experiences for students at 9th, 10th, 11th and 12th grade.
9. Academic year (2021-2022) signed and dated MOU and Articulation agreement with an IHE that fulfills the statutory requirements of this grant.
10. Plan of wrap-around strategies and services to provide academic and social/emotional support for student success to include: a. Academic mentoring and support for intervention and acceleration.
 - a. Counseling, guidance and student advisory services for academic and social/emotional support.
 - b. Social/emotional supports such as parent outreach, connections to social services when needed and peer mentoring.

Limits on Contracted Evaluators

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

program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

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

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

Federal Grant Requirements

Equitable Access and Participation

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

This requirement **does** apply to this federally funded grant program.

Private Nonprofit School Participation

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

This requirement **does** apply to this federally funded grant program.

Maintenance of Effort

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

This requirement **does not** apply to this federally funded grant program.

Application Elements

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

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the applications and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple campus grant applications, the LEA must submit a minimum of three reviewers per campus application or a total of 10 reviewers, whichever is less.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#):

- Required Program-Related Attachments

Required Program-Related Attachments

- **Attachment 1:** Document of Collaboration with Local Regional Workforce Board that includes a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant application. **Document limited to one page. Do not add additional pages.**
- **Attachment 2:** “Program of study” Crosswalk template, which outlines intended program/course of study and intended student outcomes. This template can be found on the [TEA Grants Opportunities](#) page, posted with the other RFA documents for this grant. The “Program or Study” template is **one page. Do not add additional pages.**

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants.

Standard Review Criteria

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

Specific Review Criteria

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

Statutory or TEA Priority	Maximum Points
Alignment to regional workforce needs as described in Statutory Requirement #2.	10
Quality of proposed IHE Partnership as described in Statutory/Program Requirement #3.	10
Quality of proposed Regional Industry or Business Partnership as described in Statutory/Program Requirement #4.	10
Strength of collaboration with regional/local workforce board and/or chamber of commerce as evidenced in Attachment #1	10

Total maximum number of grant-specific criteria points	40
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Priorities for Funding

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

Statutory or TEA Priority	Maximum Points
Attach a letter(s) of support from potential business partner(s) – maximum of two letters no longer than one page worth 5 points each	10
Attach a letter of support from an IHE – maximum of one letter no longer than one page worth 5 points	5
Applicant demonstrates plan to implement work based education experiences for students at each grade level on the attachment #3-Work-based Education document	5
Applicant demonstrates they have collaborated with the local workforce development board to craft high-demand occupations (http://www.twc.state.tx.us/partners/workforce-development-boards-websites#texasWorkforceDevelopmentBoardWebsites), including an attached current and dated list of identified high-demand occupations	10
LEAs that are classified by TEA district type as rural. According to the TEA definition, a rural district has either: a. An enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or b. An enrollment of less than 300 students. A list of schools by district type can be found at: https://tea.texas.gov/acctres/analyze/1617/district1617.html	5
Total maximum number of priority points available.	35

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