

Informal Discretionary Competition (IDC)

Program Guidelines

2025-2026 SUMMER CAREER AND TECHNICAL EDUCATION GRANT

IDC Application Due Date

11:59p.m. Central Time, January 13, 2026

Authorized by General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v)
Contingency for HB 3

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Introduction to the Program Guidelines

TEA, as the pass-through entity^{1,2}, is the grantee³ from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities⁴ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁵. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these guidelines and instructions refer must be submitted electronically through the eGrants system.

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

Requirement for Username and Password

To access eGrants and apply for this grant, you must have access to the [TEA Login \(TEAL\)](#). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to

^{1 1} TEA is the grantee and pass-through entity for federal education funding awarded by the U.S. Department of Education (USDE). *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 pursuant to a subgrant or contract. (34 CFR §77.1) *Pass-through entity* is defined as a recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out part of a federal program. (2 CFR §200.1)

² *Subgrantee* is defined by TEA to be the same as a *subrecipient*, which is defined in 2 CFR §200.1 as an entity that receives a subaward from a pass-through entity to carry out part of a federal award. The term does not include an individual that is a beneficiary or participant of the program. *Subgrantee* is defined in 34 CFR §77.1 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided. For purposes of the request for application (RFA), TEA may use the terms *subgrantee*, *grantee*, *subrecipient*, and *applicant* synonymously.

begin the process of applying for a TEAL account online.

2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.

Application Submission Through eGrants

Submit the application for these grant programs electronically through the TEA eGrants system. Refer to the [General and Fiscal Guidelines](#) for more specific information about the eGrants application process.

Applications must be submitted as follows:

- Applications submitted by all applicants must be electronically signed by an individual with the eGrants role “Grantee Official.”

Reference to the General and Fiscal Guidelines

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

Errata Notices

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

Overview of IDC Process

The following steps provide a high-level overview of the process for responding to Informal Discretionary Competition (IDC), including submitting an IDC application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the [TEA Grant Opportunities](#).
2. Eligible applicants submit IDC application, and any required attachments to TEA by the specified deadline.
3. IDC applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.

5. *For IDC applicants selected for funding, the IDC application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

*Please note. The Letter of Interest competition or LOI has been given a new name of Informal Discretionary Competition or IDC. The process for selecting and awarding applications for this type of competition has not changed.

Email Bulletins

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

Contact for Clarifying Information

Grant Program Contact

William Phelps, Statewide CTE Coordinator
College, Career, and Military Preparation
William.Phelps@tea.texas.gov
Phone: (512) 463-9905

Funding Contact

Paul Michels, Grant Manager Supervisor
Grants Administration Division
Paul.michels@tea.texas.gov
Phone: (512) 463-9777

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	\$3,900,000.00
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	\$3,900,000.00

IDC Timeline

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

Date	Event
November 17, 2025	IDC application available in eGrants
December 2, 2025, 12pm - 1.30pm	Summer CTE Grant Webinar - link
November 24, 2025	Questions due for FAQ – Email: William.phelps@tea.texas.gov
November 25, 2025	FAQs posted to TEA Grant Opportunities page
January 13, 2026	Due date for the IDC application, which must be submitted via eGrants . The IDC application must be received by the TEA by 11:59pm., Central Time . See General and Fiscal Guidelines , <i>LOI Application Due Date and Time</i>
January 15, 2026- January 30, 2026	IDC review period See General and Fiscal Guidelines , <i>LOI Review Process</i>
February 13, 2026	Anticipated award announcement
March 20, 2026	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , <i>Grant Period</i>
June 30, 2026	Final date to submit an amendment (if selected for funding)
September 30, 2026	Ending date of grant (if selected for funding) See General and Fiscal Guidelines , <i>Grant Period</i>

IDC at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v) Contingency for HB 3

Purpose of Program

Career and Technical Education (CTE) and Work-Based Learning (WBL) programs are effective strategies to ensure that students have the opportunity, experience, and credentials to pursue meaningful career and education pathways after high school. Funding for this program is intended to provide support for districts to offer students greater access to CTE courses in TEA approved programs of study and/or paid or unpaid WBL summer opportunities, whereby removing potential needs or gaps related to offering CTE courses in a TEA approved program of study or WBL opportunities. Needs can be but are not limited to transportation, student scheduling constraints, certified teacher availability, industry needs, etc. The CTE Summer grant program directly aligns with the Texas Education Agency's strategic plan that focuses on preparing every child for success in college, career, and the military.

CTE programs align Texas' education goals with its diverse industry needs and opportunities. Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real-world experiences and can culminate in a post-secondary credential. CTE programs of study emphasize earning industry-based credentials, participating in WBL activities, as well as learning about and demonstrating employability skills. WBL opportunities provide students with real-world experiences they can use to transition directly into the workforce or can be building blocks toward post-secondary education.

WBL is a proven instructional method and strategy for helping students of all ages and abilities acquire and improve academic, technical, and employability skills. When implemented well WBL leads to positive outcomes for students, training sponsors, schools, and communities. Student benefits include learning and developing employability skills in actual workplaces, smoother transitions from education into the workforce, and improved outcomes such as higher median annual earnings and post-secondary attendance. Training sponsor benefits include the creation of a pool of skilled and motivated employees, overall reduced training costs, and improved employee retention and morale. School benefits include making education more relevant and valuable for students, gaining access to workplace facilities, techniques, and technology, and promoting faculty interaction with the community. Community benefits include increasing the number of workplace-ready individuals who become economically productive members of society and improving the stability of the workforce and economy.

Program Guidelines

U.S. Department of Education. (n.d.). *Bridging the Skills Gap: Career and Technical Education in High School*. CTE Data Story. Retrieved October 3, 2022, from <https://www2.ed.gov/datastory/cte/index.html#data-story-title>

The Texas Education Agency will distribute grant funds to eligible applicants through a competitive application process. To provide summer CTE courses in TEA approved Program of study and/or WBL opportunities. Awarded funds must be used as described by the General Appropriations Act, House Bill 1, Article IX, Section 18.114(c)(v) Contingency for HB 3

Eligible Applicants

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

Applicants can apply for one or both focus areas listed below. Eligible applicants must offer CTE courses aligned to, or prepare students for, statewide programs of study. See the General and Fiscal Guidelines, Eligibility to Apply for Competitive Grants.

The eligible applicants are:

Career and Technical Education Courses (Focus Area 1)

- School Systems, ESCs, and Institutions of Higher Education may serve as fiscal agents for the grant.

Work-Based Learning Experiences (Focus Area 2):

- School Systems, ESCs, and Institutions of Higher Education may serve as fiscal agents for the grant.

Shared Service Arrangements

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

Shared services arrangements (SSAs) are allowed.

Regional Education Service Centers (ESCs) may serve as fiscal agents for an SSA for this grant.

Application Funding

Program Guidelines

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

It is anticipated that approximately 40 grants will be awarded in Focus Area 1 for amounts up to \$50,000 each and 40 grants will be awarded in Focus Area 2 for amounts up to \$50,000 each.

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.

Supplement, Not Supplant

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

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

Limitation of Administrative Funds

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

Direct Administrative Costs

TEA does not permit direct administrative costs for this grant program.

Indirect Costs

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 is not allowed for this opportunity.

IDC Application Requirements and Assurances

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

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

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.

TEA Program Requirements

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

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

Focus Area 1

1. Applicants must complete a Needs Assessment Summary indicating specific area of need the LEA has that hinders the completion of courses within programs of study. (For example: describing scheduling conflicts, specific program of study teacher availability, etc.)
2. Applicants must specify which program(s) of study the course being offered aligns to (see <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study> for a list of the approved statewide programs of study). Include the number of students who will be engaged and supported in this focus area.

Program Guidelines

Focus Area 2

1. Applicants must complete a Needs Assessment Summary indicating specific area of needs the LEA has to offer work-based learning opportunities. (For example: describing transportation limitations, describing scheduling conflicts, specific program of study teacher availability, etc.)
2. Applicants must specify business and industry partners who will be involved in the program. Additionally, specify the work-based learning model(s) which will be utilized and the number of students who will be engaged and supported.

The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#). The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.

Texas Grant Management Standards (TxGMS)

See the [TxGMS](#) for detailed requirements. In general, the TxGMS apply to regional ESCs and limited other applicants. The TxGMS do not apply to school districts or open-enrollment charter schools.

In general, the TxGMS require state-funded grants to follow federal Uniform Grant Guidelines (UGG), 2 CFR part 200.

Program-Specific Assurances

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

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 Summer Career and Technical Education Program Guidelines.
4. The applicant provides assurance to adhere to all Performance Measures, as noted in the 2025-2026 Summer CTE Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that curriculum will be appropriately aligned to regional

labor market supported CTE programs of study.

6. The applicant provides assurance to provide data to TEA on student completion of courses through the Fall PEIMS Collection Process

Program Elements

Description of Program

The purpose of this grant is for applicants to a:

- Create a planning period to develop an outline for the successful implementation of the program goals and objectives,
- Foster innovation through the identification and promotion of promising and proven CTE and WBL programs, practices, and strategies that prepare individuals for college and career; and
- Promote the development, implementation, and adoption of programs of study aligned with state identified high skill, high-wage, in-demand occupations, or industries.

Career and Technical Education Courses (Focus Area 1)

The purpose of Career and Technical Education Courses (Focus Area 1) is to assist districts with providing high-quality CTE programs to students during the summer months.

Grant funds may be used to:

- implement a CTE summer bridge program for incoming 8th or 9th graders (Examples: students entering high school can learn more about CTE programs of study, the world of work, and college and career opportunities for them. As a part of a bridge program, students may earn a high school CTE credit from an introductory course, such as a principles course from one of the career clusters, or another foundational course in a program of study. Students may also earn industry-based certifications as well as learn about and practice employability skills.)
- implement a CTE summer bridge program for students continuing from high school into a postsecondary program (Example: High school students earn Certified Nursing Assistant certifications (CNA) and complete a postsecondary bridge program over the summer for a licensed vocational nurse program)
- partner with local districts to offer CTE courses during summer months through shared use agreements
- implement CTE courses specific to a program of study during summer months
- implement acceleration programs designed to help students complete CTE courses in a CTE TEA approved program of study

Program Guidelines

- offer CTE courses for credit in a TEA approved program of study, not including Career Preparation as defined in the current Student Attendance Accounting Handbook

Work-Based Learning Experiences (Focus Area 2)

The purpose of the Work-Based Learning Experiences (Focus Area 2) is to assist districts in facilitating and monitoring work-based learning experiences for students during the summer months.

Grant funds may be used to:

- establish, facilitate, and monitor internship programs with local employers
- implement pre-apprenticeship training programs and/or youth apprenticeship training programs
- facilitate and monitor project-based learning where students complete a project of value to a local business or industry through CTE courses not including Career Preparation courses.
- Offer CTE Courses for credit in a TEA approved program of study including a work-based learning component, not including Career Preparation courses as defined in the current Student Attendance Accounting Handbook.

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:

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: Certified Teacher in the State of Texas.

Performance and Evaluation Measures

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

Applicants for Focus Area 1 agree to collect data and report on the following mandatory performance measures:

1. Student information as a part of the fall PEIMS collection. a. This will determine the demographics of the students served.
2. Number of students enrolled in the summer program.
3. Number of students completing the summer program.
4. Report all data related to PEIMS (In the Fall PEIMS Submission)

Applicants for Focus Area 2 agree to collect data and report on the following

mandatory performance measures:

1. Number of students participating in internships or pre-apprenticeship training as part of the program.
2. Student information as a part of the fall PEIMS submission. This will determine the demographics of the students served.
3. List of business and industry partners offering work-based learning experiences to students as a part of the program.
4. Total and average hours worked by students in the program.
5. Total and average hourly earnings of students in the program.
6. Evidence of training plans for each student in the program.
7. Evidence of partnership agreements for each business and industry partner involved in the program.
8. Evidence of culminating assessments or recognition of skills for each student in the program.
9. Report all data related to PEIMS (In the Fall PEIMS Submission)

Critical Success Factors

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

Milestones

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

Limits on Contracted Evaluators

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

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of

interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application about 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.

Allowable Activities and Use of Funds

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

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

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

General Allowable Activities and Use of Funds

Focus Area 1:

- Staffing expenses (not to exceed 75% of the grant request)
- Professional and contracted services
- Non-consumable instructional materials and resources for the delivery of instruction, to include uniforms required for participation in the classroom lab experience.
- Consumable and durable instructional supplies and materials for the delivery of instruction
- Capital outlay
- Linguistic and other appropriate accommodations in CTE programs, services, and activities for members of special populations to succeed

Program Guidelines

- Support for CTE programs that are strongly tied to economic development efforts in the state
- Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
- Activities for training sponsors from business and industry
- Professional development for academic and CTE teachers to integrate academic and career and technical skills
- Facilities rental for student to access programs
- Printing costs that are necessary and reasonable for performance of the grant
- Expenses associated with data collection and analyses for course completion
- Allowable travel expenses
 - Transportation expenses for students to access the program
 - Transportation costs of students to access coursework

Focus Area 2:

- Staffing expenses (not to exceed 75% of the grant request)
- Compensation to pay students who are not employed by a private business
- Expenses associated with data collection and analyses of work-based learning activities
- Non-consumable instructional materials and resources for the delivery of instruction, to include uniforms required for participation in the WBL experience.
- Consumable instructional materials and resources for the delivery of instruction
- Linguistic and other appropriate accommodations in CTE programs, services, and activities for members of special populations to succeed
- Activities for training sponsors from business and industry
- Printing costs that are necessary and reasonable for performance of the grant
- Expenses associated with data collection and analyses for work-based learning experiences
- Foundational industry-based certifications which may be necessary for the student to participate in a work-based learning placement
- Allowable travel expenses
 - Transportation expenses for students to access the program
 - Transportation costs for students

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

Out-of-State Travel

Out-of-state travel costs are allowable for students. Out-of-state travel costs should be minimal. Travel costs are allowable if the expenses for transportation, lodging, subsistence, and related items are defined as necessary and reasonable and is aligned to the activities within the grant.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Travel for Students to Conferences (Does Not Include Field Trips)

Costs for travel for students to conferences may be funded under the grant program (does not include field trip.) Travel costs should be minimal and must follow the grantee's written travel policy. Only travel costs for students to the following types of conferences may be allowable:

- Conferences that promote the program of study program
- So long as it is defined as necessary and reasonable and is aligned to the activities within the grant. Travel for students to conferences will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips may be allowable:

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

Stipends for Non-Employees Other Than Those Included in 6419

Stipends for non-employees other than those included in 6419 may be funded under the grant program. Stipends for non-employees will require pre-authorization in writing. To access the pre-authorization form for participant support costs, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Unallowable Activities and Use of Funds

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

Non-Employee Costs for Conferences

Non-employee costs for conferences may not be funded under the grant program

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

Travel costs for officials such as executive director, superintendent, or board members may not 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

Conferences may not be hosted or sponsored under the grant program.

Advisory Council

An advisory council may not be funded under the grant program.

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

- Debt service (lease-purchase)
- Construction, renovation, or remodeling of facilities
- Food costs, except as specified in the Allowable Cost Guidance section of the Administering a Grant page
- Alcoholic beverages
- Payment for students who are employed by and receiving training from a private business
- Academic remediation for CTE students
- Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
- In-state travel or per diem more than state rates (not to exceed actual costs)

- Travel that is required by State Board of Education (SBOE) rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)
- Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities
- A piece of equipment that did not have prior approval from TEA
- Individual career and technical student organization (CTSO) membership dues on behalf of individual CTE students
- Furniture, except when the furniture is considered industry-specific instructional equipment
- Motorized vehicles
- Any activity not specified above in the Allowable Activities and Use of Funds section

Attachments

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

Required Fiscal-Related Attachments

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

Program-Related Attachments

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

Program-Related Attachments

1. OPTIONAL: Letters of support, limited to two (2) per Focus area submitted pages total per application:
 - Focus Area 1: Letters of support from partner districts, if applicable
 - Focus Area 2: Letters of support from partner employers, if applicable

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zippping Files

If your files are too large, add them to a zip file to save space (download a free version of [WinZip](#) and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.

7. Repeat this process to attach all your documents.

IDC Scoring and Review

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

IDC Review and Funding Criteria

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

Each Focus Area applied for will be reviewed separately, using the criteria below. The points available for this LOI will be for each focus area as follows:

- Summary of Program — 15 points possible
- Qualifications and Experience — 15 points possible
- Goals, Objectives, and Strategies — 15 points possible
- Performance and Evaluation Measures — 15 points possible
- Budget Narrative — 20 points possible
- Needs Assessment Summary — 20 points possible

Total Standard Points Possible — 100 points possible (for each Focus Area)

Priority Points

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

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities:

Statutory TEA Priority for Focus Area 1	Maximum Points Available
The district is partnering with other districts to expand offerings for students to participate	5
Rural District	5
Letters of Support for Focus Area 1 1 point per letter for a maximum of 2 points	2
One point for offering each of the following programs of study: HVAC, Electrical, Plumbing and Pipefitting. (1 point each for a total of 3 points)	3

Program Guidelines

Total Maximum Number of Priority Points for Focus Area 1	15
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Statutory TEA Priority for Focus Area 2	Maximum Points Available
The district is partnering with other districts to expand offerings for students to participate	5
Rural District	5
Letters of Support for Focus Area 2 1 point per letter for a maximum of 2 points	2
One point for offering each of the following programs of study: HVAC, Electrical, Plumbing and Pipefitting. (1 point each for a total of 3 points)	3
Total Maximum Number of Priority Points for Focus Area 1	15