

Informal Discretionary Competition (IDC)

Program Guidelines

2024-2026 Interactive Online Learning Grant, Cycle 1

IDC Application Due Date

11:59 p.m. Central Time, April 4, 2024

Authorized by General Appropriations Act, House Bill 1, Article
III, Rider 90, 88th Legislature

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Introduction to the Program Guidelines

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

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

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

Reference to the General and Fiscal Guidelines

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

Errata Notices

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

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

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

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

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

Overview of 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

Eric Fredrickson, Statewide Virtual Program Coordinator
Curriculum Standards & Student Supports
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Funding Contact

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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	\$ 6,000,000
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	\$ 6,000,000

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
March 5, 2024	IDC application available on the TEA Grant Opportunities page
March 12, 2024	Last day to submit FAQs to TEA contact person
March 21, 2024	FAQs posted to TEA Grant Opportunities page
April 4, 2024	Due date for the IDC application, which must be submitted via email to competitivegrants@tea.texas.gov . The IDC application must be received by the TEA by 11:59 p.m., Central Time . See General and Fiscal Guidelines , <i>LOI Application Due Date and Time</i>
April 5, 2024- May 2, 2024	IDC review period See General and Fiscal Guidelines , <i>LOI Review Process</i>
May 16, 2024	Anticipated award announcement
May 17, 2024	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines , <i>Grant Period</i>
January 30, 2026	Final date to submit an amendment (if selected for funding)
April 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 III, Rider 90, 88th Texas Legislature, Regular Session, 2023.

Purpose of Program

The Interactive Online Learning Grant supports the implementation of effective interactive online learning model(s) in middle school and/or high school. This grant supports local education agencies (LEAs) with the implementation of an effective interactive online instruction in U.S. history, Texas history, and English language arts. By providing grant funds, the Texas Education Agency (TEA) supports LEAs ability in adopting and implementing an engaging cross-curricular learning experience to enhance student's interactions with content in English language arts and U.S. history or Texas history to improve learning outcomes for students.

Interactive online learning model(s) goes beyond just reading passages on a computer. An interactive online learning model(s) includes a curriculum in which students actively interact with the online curriculum in learner-centered lessons.

The Interactive Online Learning Grant fosters innovation and provides financial support to LEAs in implementing effective interactive online learning model(s). LEAs that receive the grant will be provided funding to support implementation of a new interactive online learning model(s), purchase materials to support the model(s), provide adequate staffing to support the model(s), provide teacher professional development, and ensure effective execution of a cross-curricular interactive online learning model(s) in the 2024-2025 and 2025-2026 school years.

TEA will distribute grant funds to eligible applicants through a competitive application process. The grant will support LEAs (districts and open enrollment charters) in executing the interactive online learning model with fidelity.

Eligible Applicants

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

School districts and open-enrollment charter schools serving students in middle school and/or high school.

Shared Services Arrangement

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

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

Application Funding

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

It is anticipated that approximately 20 applicants will be awarded up to \$300,000 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.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

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

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

Limitation of Administrative Funds

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

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

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 10% of the total grant awarded.

For this state-funded grant, the grantee may claim a maximum for indirect costs equal to the lesser of its current, approved restricted indirect cost rate or 10%.

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

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

Pre-Award Costs

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

Pre-award costs are not permitted for this grant.

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.

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

General Appropriations Act, House Bill 1, Article III, Rider 90, 88th Texas Legislature, Regular Session, 2023.

From funds appropriated above in Strategy A.2.1, Statewide Educational Programs, the commissioner of education shall allocate \$6,000,000 in each fiscal year of the 2024-25 biennium from General Revenue to provide grants to school districts and open-enrollment charter schools to assist in

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implementing effective, interactive online learning models in middle school and high school for instruction in United States History, Texas History, and English Language Arts that:

- (a) align with Texas Essential Knowledge and Skills standards for United States History, Texas History, and English Language Arts, as applicable;
 - (b) include tools to monitor the progress of each individual student;
 - (c) include quarterly benchmark assessments that are automatically scored;
 - (d) include both audio narration and video components; and
 - (e) are offered for use in both English and Spanish.
1. LEAs must select/develop and implement an effective interactive online learning model(s) in middle school and/or high school for cross-curricular instruction in English language arts and U.S. history and/or Texas history. The LEA must ensure the interactive online learning model(s) are aligned to the Texas Essential Knowledge and Skills (TEKS) for the relevant grade levels and courses. Describe the process the LEA will use for choosing/developing an effective interactive online learning model(s) that aligns with the TEKS in middle school and high school for instruction in U.S. history and/or Texas history and English language arts, including a description of the program, grade levels at which the program will be implemented, the selection/development criteria, and how the LEA will ensure TEKS alignment.
 2. LEAs must select/develop and implement an interactive online learning model(s) that includes tools to effectively monitor the progress of each individual student. Describe the progress monitoring tool(s) included with the interactive online learning model(s) and how the LEA will use the monitoring tool(s) to ensure adequate student progress. Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. What interventions will be implemented to help struggling learners?
 3. LEAs must select/develop and implement an interactive online learning model(s) that includes quarterly benchmarks that are automatically scored. Describe the quarterly benchmarks included in the interactive online learning model(s) and how the school(s) will use this data to support student learning and to evaluate the effectiveness of the interactive online learning model(s) that was implemented.
 4. LEAs must select/develop and implement an interactive online learning model(s) that includes both audio narration and video components. Describe audio and video components included in the interactive online learning model(s) and how the school(s) will use these tools to engage students in the effective interactive online learning model(s).
 5. LEAs must select/develop and implement an interactive online learning model(s) that is offered in both English and Spanish. Describe the components of the interactive online learning model(s) that are provided in Spanish. Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

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:

- LEAs must select or develop an effective interactive online learning model(s) that meets the statutory requirements listed in General Appropriations Act, House Bill 1, Article III, Rider 90, 88th Legislative Session Regular Session, 2023.
 - The interactive online learning model(s) must be implemented in middle school and/or high school for instruction in English language arts and U.S. history and/or Texas history.
 - The interactive online learning model(s) must include cross-curricular instruction in social studies and English language arts aligned to the TEKS.
 - The interactive online learning model(s) must comply with the requirements of TEC [§28.002\(h\)](#) and [§28.0022](#).
 - The LEA must provide a status report by August 1, 2025, and a final report by February 1, 2026.
1. Applicants must provide an overview of how they will implement the effective interactive online learning model(s) with grant funds. Include the overall mission, goal(s), and desired student outcomes of the implementation. Describe how this grant will help support the LEA's overall mission.
 2. Applicants must specify three student needs that would be met by the interactive online learning grant and describe how the interactive online learning model(s) will address those needs. What activities/strategies will be implemented to ensure student success?
 3. Applicants must specify how they will select and support teachers and other support staff to implement the interactive online learning grant. How will the LEA ensure teacher commitment? How will the LEA ensure teachers have all the necessary tools and professional development to implement the interactive online learning model(s) effectively?
 4. Applicants must describe how the proposed budget will meet the needs and goals of the program, including staffing, professional development, and resources needed to support the implementation of the effective interactive online learning model(s).
 5. Applicants must describe how the LEA will ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years.
 6. Applicants must specify how the LEA plans to sustain the interactive online learning model(s) after the end of the grant period.

Program-Specific Assurances

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

The program-specific assurances for this grant program can be found on the [TEA Grant Opportunities](#) and on the IDC application. Refer to Schedule PS3013 - Program Plan.

1. The applicant provides assurances to adhere to all the Statutory and TEA program requirements as noted in the 2024-2026 Interactive Online Learning Grant program guidelines.
2. The applicant provides assurances to select or develop an effective interactive online learning model(s) that meets the statutory requirements listed in General Appropriations Act, House Bill 1, Article III, Rider 90, 88th Legislative Session Regular Session, 2023.
3. The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in middle school and/or high school for cross-curricular instruction in English language arts and U.S. history and/or Texas History. The effective interactive online learning model(s) must
 - a) align with Texas Essential Knowledge and Skills (TEKS) for middle school and/or high school U.S. history, Texas history, and English language arts, as applicable;
 - b) include tools to monitor the progress of each individual student;
 - c) include quarterly benchmark assessments that are automatically scored;
 - d) include both audio narration and video components; and
 - e) be offered for use in both English and Spanish.
4. The applicant provides assurances that the implemented interactive online learning model(s) must include cross-curricular instruction in social studies and English language arts aligned to the TEKS.
5. The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of TEC [§28.002\(h\)](#) and [§28.0022](#).
6. The applicant provides assurances that the teachers implementing the interactive online learning model(s) will receive adequate professional development to ensure successful implementation of the program.
7. The applicant provides assurances to support student learning in the interactive online learning model(s).
8. The applicant provides assurances to provide the necessary support to help students accelerate in the learning model(s) if they fall behind or are failing in the cross-curricular learning model(s).
9. The applicant provides assurances to make a sustainability plan to ensure that the interactive online learning model(s) can continue to be offered after the grant ends.
10. The applicant provides assurances to provide a status report by August 1, 2025, and a final report by February 1, 2026.

Program Elements

Description of Program

The purpose of the Interactive Online Learning Grant is to solicit grant applications from eligible applicants who, upon receipt of the grant, will engage in the implementation of an effective interactive online learning model(s) in the 2024-2025 and 2025-2026 school years.

LEAs must implement the effective cross-curricular interactive online learning model(s) in middle school and/or high school for instruction in English language arts and U.S. history and/or Texas History that:

- a) align with Texas Essential Knowledge and Skills (TEKS) standards for U.S. history, Texas history, and English language arts, as applicable;
- b) include tools to monitor the progress of each individual student;
- c) include quarterly benchmark assessments that are automatically scored;
- d) include both audio narration and video components; and
- e) are offered for use in both English and Spanish.

Grant funds will provide funding to support a new interactive online learning model(s), purchase resources and materials to support the model(s), provide adequate staffing to support the model(s), provide teacher professional development, and ensure effective execution of the interactive online learning model(s) in the 2024-2025 and 2025-2026 school years.

Interactive online learning model(s) goes beyond just reading passages on a computer. An interactive online learning model(s) includes a curriculum in which students actively interact with the online curriculum in learner-centered lessons.

Grantees are required to begin teaching students in the 2024-2025 school year using the effective interactive online learning model(s).

Performance and Evaluation Measures

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

Status Report - Due by August 1, 2025

1. The interactive online learning model(s) that was selected and implemented.
2. Provide the number and percentage of students that participated in the cross-curricular interactive online learning model(s) by subject area and grade level.
3. Provide the total number of teachers that participated in implementing the cross-curricular interactive online learning model(s) by subject area and grade level.

4. Provide the number and percentage of special population students that participated in the cross-curricular interactive online learning model(s) by subject area and grade level.
5. Provide the number and percentage of students who participated in the cross-curricular interactive online learning model(s) in Spanish by subject area and grade level.
6. Provide the average score per grade level and subject area for participating students in each quarterly benchmark that is included in the interactive online learning model(s).
7. Provide the students final course grades for students that participated in the cross-curricular interactive online learning model(s) by subject area and grade level.
8. Assessment Data
 - a. Provide the average [scale score](#) per grade level and subject area for the 2024 spring STAAR/EOC assessments in grade 7 and grade 8 RLA, grade 8 social studies and/or high school U.S. history prior to implementation of the interactive online learning model(s) (if applicable). Only provide STAAR/EOC assessment scale scores for the subject and grade bands that align with the implementation plans.
 - b. Provide the average [scale score](#) for participating students per grade level and subject area for the 2025 spring STAAR/EOC assessment in grade 7 and grade 8 RLA, grade 8 social studies and/or high school U.S. history after implementation of the interactive online learning model(s) (if applicable). Only provide STAAR/EOC assessments scale scores for the subject and grade bands that align with the implementation plans.
 - c. Provide the percentage of participating students per grade level and subject area who passed the 2025 spring STAAR/EOC assessment in grade 7 and grade 8 RLA, grade 8 social studies and/or high school U.S. history after implementation of the online learning model(s) (if applicable). Only provide STAAR/EOC percentages for the subject and grade bands that align with the implementation plans.
9. Provide the number and percentage of participating students who advanced an academic level defined as an increase in growth rate from the first quarterly assessment to post assessment in middle school English language arts and Texas history in the 2024-2025 school year. Only provide the growth rate for curricular areas that align with the implementation model(s).
10. Provide the number and percentage of participating students who advanced an academic level defined as an increase in growth rate from the first quarterly assessment to post assessment in middle school English language arts and U.S. history in the 2024-2025 school year. Only provide the growth rate for curricular areas that align with the implementation model(s).
11. Provide the number and percentage of participating students who advanced an academic level defined as an increase in growth rate from the first quarterly assessment to post assessment in high school English language arts and U.S. history in the 2024-2025 school year. Only provide the growth rate for curricular areas that align with the implementation model(s).

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Final Report - Due by February 1, 2026

1. Provide the number and percentage of students that participated in the fall semester of the 2025-2026 school year in the cross-curricular interactive online learning model(s) by subject area and grade level.
2. Provide the total number of teachers that participated in implementing the cross-curricular interactive online learning model(s) in the fall semester of the 2025-2026 school year by subject area and grade level.
3. Provide the number and percentage of special population students that participated in the cross-curricular interactive online learning model(s) in the 2025-2026 school year by subject area and grade level.
4. Provide the number and percentage of students who participated in the cross-curricular interactive online learning model(s) in Spanish in the fall semester of the 2025-2026 school year by subject area and grade level.
5. Provide the average score per grade level and subject area for participating students in each quarterly benchmark that is included in the interactive online learning model(s).
6. Provide the number and percentage of participating students who scored a higher grade on the second quarterly assessment as compared to the first quarterly assessment in middle school English language art and Texas history in the 2025-2026 school year. Only provide for curricular areas that align with the implementation model(s).
7. Provide the number and percentage of participating students who scored a higher grade on the second quarterly assessment as compared to the first quarterly assessment in middle school English language art and U.S. history in the 2025-2026 school year. Only provide for curricular areas that align with the implementation model(s).
8. Provide the number and percentage of participating students who scored a higher grade on the second quarterly assessment as compared to the first quarterly assessment in high school English language art and U.S. history in the 2025-2026 school year. Only provide for curricular areas that align with the implementation model(s).
9. Provide your reflections on the implementation of the interactive online learning model(s) in your LEA. Was the implementation of the interactive online learning model(s) successful? What did you learn through the implementation process and what would you change moving into next school year?

Limits on Contracted Evaluators

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.

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

General Allowable Activities and Use of Funds

- Grant funds may be used for software, hardware, or SAAS licenses specific to this interactive online learning model(s).
- Grant funds may be used to hire staff to implement the interactive online learning model(s).
- Grant funds may be used for professional development training for teachers and instructional aides to implement the program.
- Grant funds may be used to pay stipends for teachers and instructional aides who implement the interactive online learning model(s).
- Debt Service, SBITA 6514 and 6526

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.

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

- Debt services:
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)
 - Interest on Debt Costs (6523)
- Audit services for state-funded grants
- Advisory council
- Capital outlay
- Out-of-state travel
- Travel for staff or students to conferences
- Field trips
- Food

- Stipends for non-employees
- Employee or non-employee cost for conferences
- Any conference-related cost and expenses
- Cost of membership in any civic or community organization
- Hosting or sponsoring conferences
- Travel costs for officials such as executive director, superintendent, or board members
- Cost and fees for learning model licenses or student access prior to the award of the grant
- Salaries or stipends for staff such as administrators, teachers, and/or aides prior to the award of the grant
- 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.

Required Program-Related Attachments

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

No program-related attachments are required for this grant program.

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*

IDC Review Criteria	Maximum Points
Quality of proposed cross-curricular interactive online learning model(s) selection/development process and program components as described in Statutory Requirements #1.	10
Quality of the description and proposed use of monitoring tools as described in Statutory Requirements #2.	10
Quality of the description of quarterly benchmarks and proposed data review as described in Statutory Requirements #3.	10
Quality of the description of audio and video components and proposed student use as described in Statutory Requirements #4.	10
Quality of the description of components of the model(s) and the LEAs use in Statutory Requirements #5.	10
Quality of the implementation overview summary in TEA Program Requirements #1.	10
Quality of student needs summary and activities/strategies to ensure student success in TEA Program Requirements #2.	10
Quality of the teacher selection and training summary in TEA Program Requirements #3.	10
Quality of the budget narrative summary in TEA Program Requirements #4.	10

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Quality of successful cross-curricular implementation summary in TEA Program Requirements #5.	10
Quality of sustaining the program summary in TEA Program Requirements #6.	10
Total Points	110

Priority Points

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

Priority points will not be awarded for this grant program.

Oral Interviews for Funding

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

Oral interviews will not be conducted for this grant program.