# TEA — Texas Education Agency

## 2020-2022 P-TECH and ICIA Planning and Implementation Grant
### COMPETITIVE GRANT Application Due 5:00 p.m. CT, December 10, 2019

**NOGA ID** [blank]

| Authorizing legislation | **General Appropriations Act, Article III, Rider 66, 86th Texas Legislature** |
|---|---|

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
**Texas Education Agency**
1701 N. Congress Avenue
Austin, TX 78701-1494

**Application stamp-in date and time**
RECEIVED TEXAS EDUCATION AGENCY [stamp]

**Grant period from** **March 1, 2020 to July 8, 2022**

[X] Pre-award costs are not permitted.

## Required Attachments
1. Attachment 1 (as detailed on page 14 of the Program Guidelines)
2. Attachment 2 (as detailed on page 14 of the Program Guidelines)

## Amendment Number
Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [blank]

## Applicant Information

| Organization | Brownsville ISD | CDN | 031-901 | Vendor ID | 746000418 | ESC | 1 | DUNS | 030917579 |
|---|---|---|---|---|---|---|---|---|---|

| Address | 1901 Price Road | City | Brownsville | ZIP | 78586 | Phone | (956) 548-8011 |
|---|---|---|---|---|---|---|---|

| Primary Contact | Dr. Anysia Trevino | Email | dratrevino@bisd.us | Phone | (956) 547-4113 |
|---|---|---|---|---|---|

| Secondary Contact | Dr. Dora Sauceda | Email | drdesauceda@bisd.us | Phone | (956) 547-4181 |
|---|---|---|---|---|---|

## Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances
[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

| Authorized Official Name | Dr. Rene Gutierrez | Title | Superintendent of Schools |
|---|---|---|---|

| Email | rene.gutierrez@bisd.us | Phone | (956) 548-8011 |
|---|---|---|---|

**Signature** Rene Gutierrez
Digitally signed by Rene Gutierrez
DN: cn=Rene Gutierrez, o=Brownsville ISD, ou=BISD, email=rene.gutierrez@bisd.us, c=US
Date: 2019.11.22 09:11:28 -06'00'
**Date** 11/22/2019

| Grant Writer Name | Edwin Barrera | Signature | Edwin Barrera (Digitally signed by Edwin Barrera Date: 2019.11.07 15:16:36 -06'00') | Date | 11/07/2019 |
|---|---|---|---|---|---|

(•) Grant writer **is** an employee of the applicant organization.    ( ) Grant writer is **not** an employee of the applicant organization.

2020-020845

701-20-106-007

## Shared Services Arrangements

**X** Shared services arrangements (SSAs) are **not** permitted for this grant.

## Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| BISD is the largest poverty district in Texas serving 45,535 students at 95.8% economically disadvantaged. BISD has the HIGHEST poverty rate in Texas (>46,000 pops.) and 5th highest in the nation. Brownsville is considered the least e-connected city in America. | Pace ECHS (PP-TECH) will provide students tuition free college credits and job opportunities by engaging them in a 4-6 year plan of study with cybersecurity internships to prepare students for industry certifications in computers, obtain college credits leading towards an Associates degree with Texas State Technical College (TSTC). They will attain soft skills, priority interviews and high paying jobs . |
| BISD has a high Hispanic (98.4%) student pop, At risk of educational failure (65%), students living in poverty (95.8%), English Learners (65.4%), students with disabilities (10.8%) and not finishing college (96%). | PP-TECH in partnership , and TSTC will provide exposure to high paying cyber security local jobs through industry visits, career fairs, job shadowing, business mentoring, and cybersecurity skills in Risk Management, Networking Basics, Situtuational Awareness, Toolkit Maintenance and Threat Assessment. |
| The city is underrepresented in technology usage and services as Brownsville lacks the technology infrastructure and professionals exposing businesses and organizations to severe cyber damage and threats. | TSTC and BISD will provide entry level Certifications with Microsoft Technology Associate (MTA) Security Fundamentals, ISACA CSX Cybersecurity Fundamentals Certificate, CompTIA Security+. Pentry-level security certification and GIAC Information Security Fundamentals (GISF). UTSA will be the transfer institution. |

## SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

PP-TECH Grant in partnership with TSTC, Regional Industry Partners and BISD Career Technical Education (CTE) and College Mentors, PP-TECH will be on track to graduate (50) candidates in the designed PP-TECH program with 100% of the students engaged in career exploration opportunities such as career fairs, career mentorship pairing, career exploration assessment, 3 industry visitations, complete cybersecurity training, CIS training, entry level certifications and soft skills training. Academically, 100% of the students will meet grade level requirement in Algebra I EOC, English II EOC, complete Texas Success Initiative requirements in reading, writing, and math, complete 4 dual credit college courses, take the SAT, and visit 3 universities including UTSA. After the grant cycle, students will be on track for an AA and industry certifications.

## Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

PP-TECH Quarter Benchmarks (1)-March 1, 2020-July 8, 2022 (total 29 months or 7 months per quarter for grant cycle)
*Benchmark 1: The assigned campus leadership team for PACE ECHS will complete the required blueprint materials for P=TECH introductions, planning and alignment with IHE, Regional Industry and CTE Crosswalk alongside Educate Texas.
*Benchmark 2: The assigned PP-TECH Director will setup all budget line times with the Finance office, and initiative the grant startup process for BISD in order to meet all goals and objectives.
*Benchmark 3: Director will setup monthly meetings with campus leadership team and coordinate the Blueprint process for the planning phase of the grant. A key component in the planning stage is securing all required MOUs with all stakeholders.
*Benchmark 4: Director will coordinate with TSTC, TSC, Workforce Solution and School Board to execute TEA blueprint.

## Measurable Progress (Cont.)

### Second-Quarter Benchmark

*Benchmark 1: 100% of targeted students will complete a Kuder Interest Inventory in order to expose and improve students' knowledge to the world of cybersecurity services and careers as well guide them towards a best-fit career.
*Benchmark 2: 100% of targeted students will participate in career visits to Regional Businesses willing to mentor and provide internships for students exposing them to actual cybersecurity professionals so that students can gain real life experiences. Cybersecurity professionals will take the time to motivate students to encourage them on their career trek.
*Benchmark 3: 60 % of targeted students will meet the Texas Success Initiative (TSI 2.0) Exam for Reading and Writing.
*Benchmark 4: 60% of selected students will meet grade level requirement in Algebra I EOC while 45% will reach master's level to include tutoring, college mentoring, study groups, counseling, and parent engagement.
*Benchmark 5: 100% of selected students will be college ready by meeting the necessary TSI 2.0 criteria in all 3 areas.

### Third-Quarter Benchmark

*Benchmark 1: 80% of students will have completed 3 dual credit college courses and be enrolled at TSTC.
*Benchmark 2: 100% will have participated in internship visits in a cybersecurity business or job such as a bank.
*Benchmark 3: 60% of students will have the opportunity to interact with a cybersecurity professional mentors four times throughout the school year and will have taken a college entrance exam such as the SAT or ACT.
*Benchmark 4: 80% of students will have participated in a college visit for a transfer to a BA/BS in cybersecurity.
*Benchmark 5: 100% of students will complete a basic cybersecurity training certificate in Certified Information Security.
*Benchmark 6: 100% of students will be prepared to protect institutions and organizations against cyberattacks.
*Benchmark 7: 80% of students will meet all grade level requirements, pass all tests and transfer enrollment into TSTC.

## Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

CTE Director, Dr. Juan Chavez and BISD Grants, PP-TECH will ensure that evaluation data will be used to determine when to modify the project plan, including if quarterly progress or summative SMART goals do not show progress; this also includes but not limited to consistent, collection of data that measures progress to stated benchmark goals and process of data analysis and related programmatic adjustments. PP-TECH data will be aligned to benchmarks and metrics in prior section. In order to ensure project's success, careful monitoring through CTE will be in place to evaluate and ensure participants are meeting benchmark goals. PROGRAM MODIFICATION STEPS include:
STEP #1-WRAP AROUND SERVICES-Meeting with students to discuss existing barriers and meet with teachers, as needed, internship mentor and/or district administrator to discuss barriers a student is experiencing and develop an action plan. Participants that are not experiencing success in their internship will be provided with additional interventions that may include additional mentoring and field supervisor support, career development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development. Mentor interns will be required to meet with their assigned intern for 120 minutes per week (2 hours) to ensure a constant communication and support system is in place. This will lead to a total of over 72 hours of mentoring time.
STEP #1-PROGRAM FEEDBACK- A PACE HS survey will be administered to students, intern mentor, field supervisor, and District contact every 3 months. All stakeholders will provide feedback regarding the experience with the program, provide information regarding additional assistance/support needed in order for the students to succeed and have the opportunity to provide feedback in how to improve the services. Careful analysis of data provided through these surveys will be conducted. Additional support and training will be provided through round-table meetings and/or professional development. The Campus Development team will meet monthly to ensure the Blueprint is being developed on schedule.
STEP #3-PROGRAM ACCOUNTABILITY- Continuous Improvement Process (CIP) for goals and benchmarks be evaluated. Formative evaluation reports will be created at the end of the first semester (Fall 2021) and presented to the BISD Superintendent. Summative evaluation reports will be created at the end of the school year (Spring 2022) and presented to the BISD School Board. BISD will provide evaluation support through the experienced grants administration office.

## Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

[X] 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.

[X] 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.

[X] The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines.

[X] The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

[X] The 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.

### THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

[X] P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.

[X] 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.

[X] 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.

[X] P-TECH and ICIA program will be provided at no cost to participating students.

[X] 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

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The Recruitment Plan will follow the school within a school model. For admissions:
1.) students are chosen through a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the PP-TECH model. 2.) students must submit a PP-TECH Commitment Form where all relevant PEIMS data is will be documented based on the district's data base. 3.) A recruitment meeting with 8th grade counselors will take place in the Nov. of 2020. 4.) During the 1st week after the New Year in January 2021, campus visits will occur to promote PP-TECH. 5.) A Commitment Parent meeting held the 3rd week of January 2021 for any interested student. 6.) Forms must be submitted to counselors no later than the 2nd week of Feb. If more than 60 students are interested the approved official BISD lottery system takes effect for any ECHS program. 6.) Students list is given to campus administrator to begin class setup.

## Statutory Requirements (Cont.)

2. 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/certificate/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.

The PP-TECH Cyber Security Course of Study with TSTC (see Cross Walk Template Attach: #1) focuses on providing PACE students a program of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses exposing them early to the cybersecurity career world. Since the summer prior to their 9th grade throughout their 12th grade year, students will have cybersecurity training incorporated in their core curriculum, subject specific courses, dual credit courses leading to a college pathway, and industry certification courses that include work based learning/internships.

PACE PTECH Courses: At the 9th grade level, students will complete a Principles of Information Technology course, followed by Computer Maintenance their 10th grade year, then a Networking/CT Practicum course their 11th grade year.

PACE PTECH/TSTC Credited Courses include Project Lead the Way (PLTW) courses: PLTW Computer Programmer I, PLTW Web Technologies, PLTW Computer Programming II, PLTW Cybersecurity.

TSTC Courses: ENGL 1301 Composition I (3), ITDF 1300 Introduction to Digital Forensics (3), ITNW 2321 Networking with TCP/IP (3) ITSC 1316 Linux Installation and Configuration1 (3), ACGM X3XX Gen Ed Mathematics (3), ITNW 2312 Routers2 (3), ITSY 2343 (3), Computer Systems Forensics3 (3), ITNW 2355 Server Virtualization4 (3), ACGM X3XX, ITSY 1342 Information Technology Security5 (3), ITSY 2301 Firewalls and Network Security6 (3), ITSY 2330 Intrusion Detection7 (3), ACGM X3XX GeEd Humanities/Fine Arts Elective.

Students will complete a course sequence of high school and dual credit courses that fulfill the Cyber Security requirement allowing students to complete an Associate's in General studies in high school or be accepted to the Associate's of Applied Science Degree in Cybersecurity at Texas State Technical College in Harlingen, Texas with an advanced Technical Certificate in Digital Forensics Specialist. Students will be able to: Student Analyze forensic evidence to solve crimes. Prepare scientific or technical reports or presentations. Record research or operational data. Interpret research or operational data. Testify at legal or legislative proceedings.

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

The IHE for the Pace P-TECH Program is Texas State Technical College (TSTC). Texas State Technical College (TSTC) serves Texas through its campus locations in Abilene, Breckenridge, Brownwood, Fort Bend County, Harlingen, Marshall, North Texas, Sweetwater, Waco and East Williamson County. TSTC is the only college in Texas to adopt a funding model based on student employment outcomes – aligning with its purpose of strengthening Texas with a highly skilled, technically-competent workforce. Founded in 1965, TSTC has provided more than 50 years of service to the state of Texas.

BISD will partner with Texas State Technical College (TSTC) is located in Harlingen, Texas in the mid Rio Grande Valley of Texas, just 40 miles from the beach of South Padre Island and just north of the Mexican border. BISD has an existing MOU with TSTC to provide academic and technical courses for BISD (See Attachment #5). TSTC offers a unique college with technical programs and academic courses in statewide demand for the 21st century while emphasizing the needs of Texas. TSTC in Harlingen provides opportunities for both immediate employment and seamless transfer credits to other colleges and universities. Awards include Associate of Science (AS) and Associate of Applied Science (AAS) degrees, technical Certificates of Completion, and workforce certificates. TSTC in Harlingen uses institution-wide coordinated planning to assure program vitality for today's industrial and academic demands and tomorrow's workforce challenges. They work closely with Workforce Solutions and Regional Industry to provide continuous program development in order to place their students in high paying jobs. TSTC will help BISD Students meet the high-tech challenges of today's global economy.

BISD will also partner with Texas Southmost College in Brownsville, Texas for dual credit academic courses that transfer to most colleges and universities (see Attach: #5). The final IHE Partnership is with the University of Texas San Antonio (UTSA). The projected workforce demographics for Cybersecurity includes: Median wages (2018)-$27.99 hourly, $58,230 annual; Employment (2018)-17,000 employees; Projected growth (2018-2028)- Much faster than average (11% or higher); Projected job openings (2018-2028)-2,400; Top industries (2018)-Government. Graduates are highly valued by business and industry.

## Statutory Requirements (Cont.)

4. 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.

PP-TECH has selected a regional industry with key business partners (See Attach. #4) as the proposed program will meet the requirements for the partnership with the industry/business partner. These partners will offer business internships with possible stipends, professional mentoring, preferred interview and hiring preferences for PP-TECG Students, joint meetings and collaborative events. Partners will agree to signing a Memorandum of Understanding (MOU) with BISD to create the cybersecurity internships. The Cyber Security internship program will develop a set of techniques used to protect systems, network and data from cyber-attacks along with ensuring a student's integrity and confidentiality of information. Students will learn first hand on how to protect against many kinds of cyber-attacks such as malware, phishing, unpatched software, hijacking files, hacking and identity theft, to name a few. PP-TECH partners will join the BISD CTE advisory committees when possible and be celebrated for offering the student internship positions and co-training for BISD students. Developing a cycle of student to professional support will also help motivate students as they will see their peers earing high paying job right after graduating in the program. LEARN to EARN!

## TEA Program Requirements

1. 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.

BISD established a PP-TECH Leadership Team with former Planning Grants and met all required meetings and required documents for submitting a P-TECH Success Grant at Hanna ECHS. The Leadership Team includes: Dr. Dora Sauceda- BISD Assistant Superintendent of C&I, Rose Longoria-Pace ECHS Principal; Erica Ureste-Assisant Principal Pace ECHS, Lisa M. Howell-PACE ECHS Dean of Instruction; Sonia Villalon- PACE ECHS Assistant Principal; Jessica Cantu-Higher Education Counselor, Servando Velasquez-Career Placement Oficer, Dual Enrollment Teachers (TBD), Merril Hammons-Department Administrator Advanced Academics, CTE Administrator  Dr. Juan Chavez BISD, BISD Grant Specialist Edwin Barrera and Dr. Greg Garcia, TSC Director of Special Instructional Projects Dr. S. Atkinson Texas Southmost College; TSTC Deans.
Agenda topics will be the Blueprint, MOUs, Crosswalk courses, student schedules., recruitment, parent conferences along with high quality course and internship content.
P-TECH Leadership Design Team Meetings:  November 2, 2019 (P-TECH Proposal Meeting with IHE- TSC); November 5-6 (Texas CCRSM Fall Regional Convening); November 7, 2019 ( Tri-Agency Education to Workforce Summit); November 14, 2019 ( Advisory Board Meeting); December 4, 2019. December 2, 2019 Final PP-TECH Grant Meeting to finalize program. New P-TECH Planning Meetings for 2020 will be monthly with Educate Texas and working lunches so business and IHE partners may attend. Future meetings will be held at Pace ECHS every first Thursday of each month beginning 4/2/2020, 5/7/2020, 6/4/2020, 9/3/2020, 10/1/2020, 11/5/2020, 12/3/2020 1/7/2021, 2/4/2021, 3/4/2021, 4/1/2021, 5/6/2021.

2. 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.

PP-TECH will develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, colleges, etc.) to strengthen both the academic and social/emotional skills and support 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. BISD and CTE provide the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH. Academically, P-TECH teachers will attend a summer AVID training which focus is on academic monitoring, college preparation, and emotional support. All P-TECH teachers will implement strategies in the classroom that focus on college readiness skills. The transitional counselor will focus on the entire dual enrollment course needs and serve as a liaison with the IHE, TSTC . The transitional counselor along with the ECHS director will meet with instructors to discuss student academic needs through informal meetings, or the formal early alert academic need process, and request specific tutorial session from the IHE. The grade level counselor will schedule times to meet with students at least 2 times per semester to discuss grades, scheduling, electives, and engages in parental outreach. Both counselors will track students' dual enrollment course progress to ensure they work towards completing an Associate's degree and maintaining an adequate grade point average. All full High School and College student support services will be available for all PP-TECH Students.

## Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ◉ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ◯ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| Group | | Barrier | |
|---|---|---|---|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

## PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

◉ Yes   ◯ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*
Are any private nonprofit schools participating in the grant?

◯ Yes   ◉ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

## 5A: Assurances

☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

## 5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

**LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)**

## Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

| Description of Activity or Cost | Amount Budgeted |
|---|---|
| **Payroll Costs** | |
| 1. Substitute Pay ($125.00 x 2) x's per semester for IT teacher | $6,400 |
| 2. Professional Staff Extra-Duty Pay ($9,000.00/yr 300hrs @ $30.00 per hr) | $18,000 |
| 3. Fringe (0.17%) | $3,060 |
| 4. | |
| **Professional and Contracted Services** | |
| 5. Professional Development/Training on Equipment ( 5 trainers, 6 Sat. 325.00/pp) | $9,750 |
| 6. Software (Testout Security, Server Pro & Network Pro) $5.000.00 per yrly license | $5,000 |
| 7. Social Emotional Professional Development (Kagan, books, supplies & training) | $3,125 |
| 8. College and Career Readiness, Professional Development (AVID, Educate Texas) | $4,937 |
| 9. Regional Service Center(trainer from Region One $725.00 per workshop x 4) | $2,900 |
| **Supplies and Materials** | |
| 10. Course Materials (1 teacher and 35 text books per class) x 2 classes | $13,316 |
| 11. Supplies (supplies to cover 40 students per class & 1 administrative office. | $69,882 |
| 12. Computers ($5,000.00 dell Precision 7920 teacher pc x 1)($1,299 x 30 student | |
| 13. Percision 5820 workstations) | $43,970 |
| **Other Operating Costs (include direct and indirect administrative costs, if allowable)** | |
| 14. Student Travel ( 2 trips for college and industry) x 2 yrs (200.00/bus + 65.00/pp) | $4,300 |
| 15. Professional Development - Out of district travel for instructor(s)/administrator | |
| 16. 2 travels (89.00 for hotel 25.00/day rental 75.00/meal) Dallas & San Antonio | $6,048 |
| **Capital Outlay** | |
| 17. | |
| 18. | |
| Indirect Costs | $9,312 |
| **Total grant award requested** | $200,000 |

# ATTACHMENT #1: 2020-2022 P-TECH AND ICIA PLANNING AND IMPLEMENTATION GRANT
## Pace P-Tech Crosswalk Template

**CDN: 031 - 901**

| Program of Study | IHE Partner | Program Previously Offered in District? (Y/N) | Expected Program Student Outcomes |
|---|---|---|---|
| Cybersecurity | Texas State Technical College | No | Certification (s) / Associate's Degree |

| Year / Grade Level | High School Course | | High School Credits | Post-Secondary Course | | College Credit Hours |
|---|---|---|---|---|---|---|
| | PEIMS Course/Code # | High School Course Name | | Texas Common Course Numbering System Number | College Course Name | |
| Year 0 / Grade 8 | | | | | | |
| Year 0 / Grade 8 | | | | | | |
| | | **Total Year 0 High School Credits** | | | **Total Year 0 College Credit Hours** | |
| Year 1 / Grade 9 | 03220100 | English I | | | | |
| Year 1 / Grade 9 | 03020000 | Environmental Systems | | | | |
| Year 1 / Grade 9 | 03100500 | Algebra I | | | | |
| Year 1 / Grade 9 | 03320100 | World Geography | | | | |
| Year 1 / Grade 9 | U00100 | AVID | | | | |
| Year 1 / Grade 9 | 03440100 | Spanish I | | | | |
| Year 1 / Grade 9 | INTW 1325 / ITNW 1354 | Funds NW Techs/Implement Support Services | | | | |
| Year 1 / Grade 9 | | Physical Education | | | | |
| | | **Total Year 1 High School Credits** | | | **Total Year 1 College Credit Hours** | |
| Year 2/ Grade 10 | 03220200 | English II | | | | |
| Year 2/ Grade 10 | 03010200 | Biology | | | | |
| Year 2/ Grade 10 | 03100700 | Geometry | | | | |
| Year 2/ Grade 10 | 03340400 | World History | | | | |
| Year 2/ Grade 10 | U00100 | AVID | | | | |
| Year 2/ Grade 10 | 03440200 | Spanish II | | | | |
| Year 2/ Grade 10 | 03370100 / 03350100 | Sociology 1301/Psychology 2301 | | | | |
| Year 2/ Grade 10 | ITSC 1325 / ITSC 1316 | PC Hardware / Linux Install-Conf | | | | |
| | | **Total Year 2 High School Credits** | | | **Total Year 2 College Credit Hours** | |
| Year 3/Grade 11 | 03220300 | English III (ENGL 1301 -Comp) | | | | |
| Year 3/Grade 11 | 03040000 | Chemistry | | | | |
| Year 3/Grade 11 | 03100600 | Algebra II (College Alg 1314) | | | | |
| Year 3/Grade 11 | 03340100 | US History | | | | |
| Year 3/Grade 11 | U00100 | AVID | | | | |
| Year 3/Grade 11 | 03500110 / 03155600 | Art (DE) / Music (DE) | | | | |
| Year 3/Grade 11 | ITNW2312 / ITNW2355 | Routers / Server Visualization | | | | |
| Year 3/Grade 11 | | Elective | | | | |
| Year 3/Grade 11 | | | | | | |
| Year 3/Grade 11 | | | | | | |
| | | **Total Year 3 High School Credits** | | | **Total Year 3 College Credit Hours** | |
| Year 4/Grade 12 | 03220400 | English IV | | | | |
| Year 4/Grade 12 | 03050000 | Physics | | | | |
| Year 4/Grade 12 | 03101100 | Pre-Calculus | | | | |
| Year 4/Grade 12 | U00100 | AVID | | | | |
| Year 4/Grade 12 | 03810100 | Health Ed. | | | | |
| Year 4/Grade 12 | ITSY 2301 / ITSE 1359 | Firewall & NW Security / Intro Script Lang | | | | |
| Year 4/Grade 12 | | Elective | | | | |
| Year 4/Grade 12 | | Elective | | | | |
| | | **Total Year 4 High School Credits** | | | **Total Year 4 College Credit Hours** | |
| Optional Year 5 | | | | | | |
| Optional Year 5 | | | | | | |
| Optional Year 6 | | | | | | |
| Optional Year 6 | | | | | | |
| | | **Total Years 5 & 6 High School Credits** | | | **Total Years 5 &6 College Credit Hours** | |
| | | **Total High School Credits** | | | **Total College Credit Hours** | |

**Certification (s) to be earned by high school graduation:**

**Degree (s) to be earned by high school graduation:**

November 22, 2019                    Ref. No. PH:008:19/20

Pat Hobbs, Executive Director
Workforce Solutions Cameron
700 Ruben M. Torres, 3rd Floor
Brownsville, Texas 78520

Subject: Letter of Support for Pace HS P-Tech Grant

Dear Pathways in Technology Early College High School (P-TECH) Grant Selection Committee;

Workforce Solutions Cameron fully supports the Brownsville Independent School District (BISD) application to the Pathways in Technology Early College High School (P-TECH) grant program. The proposed Pace Early College High School (ECHS) Cybersecurity P-TECH aims to obtain critical software and hardware to help with the implementation of locally relevant fields of study under the Information Technology career cluster to help increase the pipeline of highly trained and certified personnel who can protect systems, networks, and programs from digital attacks.

We are eager to collaborate with BISD because their proposed Pace ECHS Cybersecurity P-TECH program builds upon their previous successful CTE programs of study, and it includes components that can directly benefit Texas, our local community, business and industry partners. Components provide for a high-demand CTE program for early college high schools under the Information Technology career cluster and critical classroom and work-based learning experiences that will lead to possible internship opportunities that can certainly help students in earning an industry based certification and a technical degree.

We can directly support and engage in the proposed project by:

- Providing job readiness training for students prior to mentorship or internship placements.

- Providing TWC Labor Market and Consumer Information (LMCI) training for students and faculty in this program, to provide them exposure to our job demand, wage data, and potential employers.

- Providing possible TWC-funded internship programs for some or all of the program participants that can assist students in making connections between business and the Cybersecurity career pathway coursework.

- Providing job-shadowing opportunities for students to support classroom instruction in our IT department.

Workforce Solutions Cameron is located in Brownsville, Texas. If you have any questions, please feel free to contact me at *956-548-6700* and/or by email at *pat.hobbs@wfscameron.org*. We look forward to collaborating with BISD, in the near future.

Sincerely,

Pat Hobbs
Executive Director

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*Workforce Solutions Cameron is an equal opportunity employer/program.*
*Auxiliary aids and services are available upon request to individuals with disabilities.*
*Relay Texas 1-800-735-2989(TTY)/711 (Voice)*