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 [   ]

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 <u>cannot</u> 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 [stamp illegible — TEXAS EDUCATION AGENCY / DOCUMENT CONTROL CENTER]

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): | N/A

Applicant Information

Organization	Golden Rule Charter School	CDN	057-835	Vendor ID	75-2909306	ESC	10	DUNS	018443868

Address	135 West Wintergreen Road	City	DeSoto	ZIP	75115	Phone	(214) 333-9330

Primary Contact	Ernie Amaton	Email	eamaton@goldencharter.org	Phone	(214) 333-9330

Secondary Contact	Dr. Vincente Delgado	Email	vdelgado@goldencharter.org	Phone	(214) 333-9330

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):

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

Authorized Official Name	Dr. Vincente Delgado	Title	Superintendent

Email	vdelgado@goldencharter.org	Phone	(214) 333-9330

Signature	[signature]	Date	12/03/2019

Grant Writer Name	Alonzo Alaniz	Signature	[signature]	Date	12/03/2019

○ Grant writer **is** an employee of the applicant organization.   ⦿ Grant writer is **not** an employee of the applicant organization.

2020-620876.

701-20-106-029

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
Only 63.6% of students who graduate from Golden Rule Charter (GRC) are College, Career, or Military Ready. This is lower than the state's percentage of 65.5%. (Source: 2018-2019 TAPR)	Collaborate with local businesses, Cedar Valley College, and the Workforce Development Board to ensure both rigorous academic and work-based learning programs provide clear pathways to regional employment opportunities. This will ensure a smooth transition experience to post-secondary and the workforce.
According to the 2019 TX Career Check, elementary teachers are the top high-demand occupation in the targeted area. Secondary school teachers are the 3rd & middle school teachers are the 5th.	To address career opportunities in this career field, Golden Rule Charter School will create and offer students Education & Training courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc.
According to the 2019 TX Career Check, Software Developers are the 3rd, Computer System Analysts are the 9th, and Computer User Specialists are the 10th high-demand occupations in the targeted area.	To address career opportunities in this career field, Golden Rule Charter School will create and offer students Information Technology courses. Students will be advised of the benefits of pursuing a career in Information Technology, including average pay rate, employment availability, etc.

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.

SMART Goal: Establish the foundational components of the P-TECH Program to include design elements & requirements that are aligned to the P-TECH Blueprint. This will allow for the completion of the implementation plan and allow the Charter to obtain P-TECH Designation by the 2021-2022 school year. SMART goal Elements are: Specific – (What) Obtain P-TECH Designation & (Why) Address the challenges in hiring skilled staff to fill middle-skill jobs in high-need industries; Measurable – Increase the percentage of students who receive a diploma, associate's degree, a two-year post-secondary certificate/industry certification, & work-based education; Achievable – Obtain buy-in from businesses & an IHE as seen in the attached letters of support; Relevant – Lack of college & career ready graduates; & Timely –2021-2022 school year.

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

First-Quarter Benchmark: March 1, 2020 through September 30, 2020
• Meet with the TEA technical assistance provider to discuss partnerships and work on the implementation plan;
• Develop a recruitment plan, written admission policy, enrollment application, and brochure/marketing materials;
• Develop wrap-around strategies and services involving stakeholders (parents, teachers, Counselors, etc.);
• Establish partnership agreements (MOU) with partnering businesses;
• Create a P-TECH Leadership Team and an Advisory Council which will include Charter, IHE, and business representatives;
• Enter into an articulation agreement with a 4-year IHE detailing how the associate degree & accrued credits lead to a baccalaureate degree; and
• Create pathways to industry-based certifications.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Benchmark: November 1, 2020 through April 30, 2021
• Submit the Implementation Plan to TEA by November 1, 2020;
• Apply for P-TECH Designation;
• Implement the recruitment strategies that are detailed in the recruitment plan;
• Hold a lottery to identify the students who will be part of the 1st cohort, if the number of applicants exceed available slots;
• Ensure students complete the Enrollment Application;
• Continue to hold Leadership Team meetings to address any issues that arise; and
• Provide each participating student with a program/course that enables them to combine high school courses and post-secondary courses.

Third-Quarter Benchmark

Third-Quarter Benchmark: May 1, 2020 through November 30, 2021
• Ensure participants have access to a flexible class schedule;
• Provide participants with rigorous academic and work-based programs that will result in a smooth transition experience between high school, post-secondary education, and employment;
• Assign each participant a mentor that will provide them with support;
• Ensure that partnering businesses are providing participants with appropriate grade-level work-based learning;
• Provide participants with tutoring, as needed; and
• Have the counselor meet monthly with each participant to obtain feedback on any concerns or obstacles they may encounter.

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.

The Charter will review all grant requirements and proposed activities in order to collect and submit needed data to TEA in a timely manner. The Charter stall will also meet regularly to monitor program and make any adjustments as issues arise.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: The Charter will collect data on a regular basis in order to determine if progress is being made on meeting the SMART goal and quarterly benchmarks. The data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:
• Is the campus on target to meet their identified benchmarks?
• Which benchmarks are at risk of not being met?
• What obstacles are putting the program at-risk?
• What solutions can be implemented to address the obstacles?

IF YOUR BENCHMARKS OR SUMMATIVE SMART GOALS DO NOT SHOW PROGRESS, DESCRIBE HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM FOR SUSTAINABILITY: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. If the stakeholders require guidance on addressing a certain issue, they will reach out to TEA and/or other schools implementing a P-TECH program to ensure their insufficiency can be addressed properly.

If modifications must be made, the Charter will send out letters and/or the TEA-provided surveys to parents/guardians, community, administrators, and board members to notify them of the intent of the Charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

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.

☒ 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.

☒ 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.

☒ 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.

☒ 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.

☒ 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:

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

☒ 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.

☒ 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.

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

☒ 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 and ENROLLMENT PLAN will include the following ACTIVITES and GENERAL TIMELINE:
• March 2020 - November 2020 - Marketing materials will be developed that will be made available in English and Spanish.
• November 2020 – August 2021– Upon receiving P-TECH Designation, marketing materials will be distributed to all students, parents, and other stakeholders. Counselor will meet with the 8th grade student to discuss the P-TECH Program. Any student interested will be provided an application & encouraged to apply. Campus administration will meet with each student's guardian so they can be made aware of the commitment being made to the program. The Charter will hold a weighted lottery that will favor students who are at-risk or part of the targeted sub-populations. Participants will be notified of their selection & the student & guardian will be asked to sign a contract. If unwilling to sign, an alternate will be selected.

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.

Due to financial constraints, Golden Rule Charter (GRC) has been limited to only offering ten (10) college-level courses. Through the P-TECH Grant, GRC can EXPAND THEIR CURRENT COURSE OFFERINGS to include Education and Training and Information Technology. POST-SECONDARY COURSES, CROSSWALKS, SEQUENCE OF COURSES, DEGREES OR CERTIFICATIONS, & WORK-BASED EDUCATION: GRC, in partnership with Cedar Valley College, will focus on providing students in grades 9-12, with courses that earn them both high school and college credits. These courses will be in either the education or information technology. In the education field, students in 9th grade will complete Principles of Education & Training, followed by Human Growth & Development. In 11th grade students will take Instructional Practices, followed by Practicum in Education and Training in their senior year. For the information technology field, students in 9th grade will complete an Intro to Process Technology course, followed by Internet Working Technology I in 10th. In 11th grade, students will take an Internet Working Technology II course, & finally a Principals of Cybersecurity their senior year.

Furthermore, once the campus is P-TECH designated, campus administrators will work in close partnership with Golden Rule Charter School - Desoto & Nueva Vida Daycare to track and monitor the students' hours that are obtained during internships/externships. These hours will be submitted to the Project Director who will share the information with Cedar Valley College so they can obtain their Cooperative Education credit hours. (Note - Automotive Mechanic courses are also planned, but limited space does not allow for this to be discussed) COURSE OF STUDY ADDRESS REGIONAL WORKFORCE NEEDS (10 POINTS): GRC ensures that the identified courses of study will directly align with a career pathway that addresses regional employers' workforce needs. Additionally, GRC contacted Richard Perez, Workforce Solution of Greater Dallas' Resource Development and Deployment - Manager, to ensure that these were high need occupations. This allowed the Charter to get a full understanding of what courses of study would be most beneficial to students and the regional workforce needs.

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

Quality of Proposed IHE Partnerships. (10 Pts.)
Cedar Valley College has a history of successfully coordinating with various school to provide students with college experience while still in high school. The campus' size is large enough to offer a diverse array of programs, majors, and services to suit every interest, while never losing sight of the needs of each individual student. Cedar Valley College, offers numerous degrees and certificates options, including associate degrees in a variety of liberal arts, social science, business, math, science, technology, advanced manufacturing, and allied health fields of study.

This experience makes Cedar Valley College an ideal IHE partner for the P-TECH Program. In order to establish and maintain a strong partnership with Cedar Valley College, the Charter and campus administration will meet with the College President, Executive Dean of Early Collegiate Discovery Center (Early College/Dual Credit), Liaison, and Counselor to develop an MOU to include all the agreed upon duties and responsibilities as required by this grant. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise during the implementation.

To maintain a strong partnership, the Charter and college representatives will meet regularly to review student outcomes and address any issues. Finally, each year the college and school administration will meet to review and renew the MOU if needed. The Charter has obtained a letter of support, that was signed by Dr. Jeffrey Miller, which details their commitment to this project. (IHE letter of support - 5 pts.)

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.

Quality of proposed business partnerships (10 pts) - Golden Rule Charter (GRC) will partner with two separate businesses. The Charter has obtained a letter of support from each business, that was signed by the President/CEO, which details their commitment to this project, (10 pts- Business Partners Letters of Support) as detailed below:
• Golden Rule Charter School - Desoto and Nueva Vida Daycare: Will provide students with work-based training to include hands-on instruction and a minimum of 30 hours of work-related trainings that can go towards receiving a teacher certification and associate degree. The participants will be provided with the equipment and supplies. During the program, students will be allowed to practice lesson planning, grade student coursework, and enter results into the online system to monitor student assignments.

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.

The Charter has developed a Leadership Team that includes the following individuals:
• Dr. Vincente Delgado - Superintendent of Golden Rule Charter (GRC);
• Janet Knock – Charter Administrator;
• Ernie Amaton – Administrator;
• Alirio Carruyo – Golden Rule Charter School Desoto High School Principal; and
• Mary Shelton - Counselor.
Individuals that will be added to the Leadership Team will include:
• Cedar Valley College's Executive Dean of Early Collegiate Discovery Center (Early College/Dual Credit);
• Partnering Businesses Presidents;
• Parents; and
• IHE Liaison.

The Leadership Design Team meeting will be held on the first Tuesday of each month in order to allow the members to review what was achieved the previous month and to develop goals for the current month. Topics of discussion will include developing and approving MOU's, approving course cross walks, and approving all required documentation (i.e. student application, marketing forms, etc.).

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.

Currently, the campus offers career counseling as a wrap-around strategies and services for students. With this grant funding, Golden Rule Charter (GRC) will work closely with the local Workforce Development Board to create clear pathways that will address regional employers' workforce needs. During the preparation of the application, Golden Rule Charter (GRC) contacted Richard Perez, Workforce Solution of Greater Dallas' Resource Development and Deployment - Manager, to request a list of high-demand occupations. Mr. Ernie Amaton also researched the current trends, as well as, the projected occupation growth based on economic and business industry growth.

Utilizing these connections and grant funds, GRC will increase the amount of wrap-around services to include: Academic mentoring; Articulation of credits from high school to college; Social/emotional supports such as parent outreach, connections to social services, when needed, and peer mentoring; Counseling, guidance and student advisory services for academic and social/emotional support; Flexibility in scheduling; and Work-based education (i.e. internships and externships). Golden Rule Charter (GRC) and Workforce Solution of Greater Dallas will meet often to ensure a strong connection for the program, as well as, to identify employers for students upon receipt of their certification, diploma, and associate degree.

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. Project Director stipend	$50,000
2. Substitute pay so teachers can attend targeted trainings	$8,000
3. Benefits	$8,700
4.	
Professional and Contracted Services	
5. IHE will assist in credentialing teachers specifically related to identified programs of study	$10,000
6. Workshops for students which will generate student interest in the targeted program of study	$10,684
7. Professional development training for teachers to prepare them for instuction in targeted areas	$10,000
8. Students certification costs	$5,000
9.	
Supplies and Materials	
10. Materials and supplies necessary for the implementation of identified programs of study	$80,300
11.	
12.	
13.	
Other Operating Costs (include direct and indirect administrative costs, if allowable)	
14. Travel to trainings that will prepare teachers to be credentialed in a related program of study	$8,000
15.	
16.	
Capital Outlay	
17.	
18.	
Indirect Costs	$9,316
Total grant award requested	$200,000

ATTACHMENT #1: 2020-2022 P-TECH AND ICIA PLANNING AND IMPLEMENTATION GRANT
Crosswalk Template
You may delete or expand rows but do not exceed one page

CDN: 0578-35

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Information Technology	Cedar Valley College	N	A.A.S. in Information Technology

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	03270100	College Readiness Study Skills	.5	EDUC 1300	Effective Learning: Strategies for College Success	3
Total Year 1 High School Credits			.5	Total Year 1 College Credit Hours		3.0
Year 2/ Grade 10	13011400	Business Information Management I	1	COSC 1301	Introduction to Computing	3
Year 2/ Grade 10	13027410	Networking w/ Lab	1	ITNW 1325	Fundamentals of Networking Technologies	3
Year 2/ Grade 10	N1302810	Principles of Cybersecurity	1	ITSY 1300	Introduction to Security: Cybersecurity	3
Year 2/ Grade 10	03102500	Independent Study in Mathematics	.5	MATH 1314	College Algebra	3
Year 2/ Grade 10	13027600	Computer Programming I	1	COSC 1336	Programming Fundamentals	3
Total Year 2 High School Credits			4.5	Total Year 2 College Credit Hours		15
Year 3/Grade 11	13027410	Networking with Lab	1	ITNW 2321	Networking with TCP/IP	3
Year 3/Grade 11	13027300	Computer Maintenance	1	ITSC 1325	Personal Computer Hardware	3
Year 3/Grade 11	13009900	Professional Communication	.5	SPCH 1311	Introduction to Speech Communication	2
Year 3/Grade 11	13028005	Practicum in Information Technology I ext	3	ITSC 1307	UNIX Operating Systems	3
Year 3/Grade 11	13027505	Computer Tech Practicum I ext	1.5	ITNW 1354	Implementing and Supporting Servers: Windows 2008	3
Year 3/Grade 11	13027500	Computer Tech Practicum 1	2	ITNW 2312	Routers	3
Total Year 3 High School Credits			9.0	Total Year 3 College Credit Hours		17.0
Year 4/Grade 12	13027510	Computer Tech Practicum 2	1	ITNW 1335	Information Storage and Management Cloud Computing	3
Year 4/Grade 12	13027515	Computer Tech Practicum 2 ext	3	ITSY 2301	Firewalls and Network Security	3
Year 4/Grade 12	13027510	Computer Tech Practicum 2	1	ITSY 2300	Operating Systems Security	3
Year 4/Grade 12		Business English	1	ENGL 2311	Technical and Business Writing	3
Year 4/Grade 12	13027505	Computer Tech Practicum 1 ext	1.5	ITSY 2343	Computer Systems Forensics	3
Year 4/Grade 12	13028015	Practicum in Information Tech 2 ext	3	ITSY 2330	Intrusion Detection: Ethical Hacking	3
Year 4/Grade 12	13028000	Practicum in Information Tech 1	2	ITSC 2264	Practicum CIT	2
Year 4/Grade 12	03221600	Humanities 1st time	.5	HUMA 1302	Humanities: Renaissance to Present	2
Year 4/Grade 12	03310300	Economics	.5	SOCI 1301	Economics	3
Total Year 4 High School Credits			13.5	Total Year 4 College Credit Hours		25
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			27.5	Total College Credit Hours		60.0

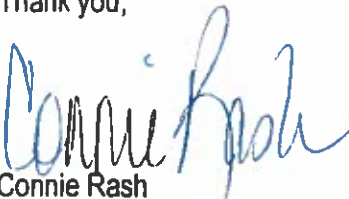| Certification (s) to be earned by high school graduation:	Level 1 – CompTIA Network+, CompTIA A+, and Level 1 Cybersecurity Specialization
Degree (s) to be earned by high school graduation:	Associate of Applied Science Degree in Cybersecurity Specialization

December 2, 2019

To Whom It May Concern:

Workforce Solutions Greater Dallas, as the workforce board for Dallas County, offers support to the proposed 2020-2022 P-TECH and ICIA Planning and Implementation Grant that is being submitted by Golden Rule Charter School.

Workforce Solutions Greater Dallas supports efforts to address the regional workforce needs for Teachers and information technology specialists.

The Dallas County Workforce Development Board, dba, Workforce Solutions Greater Dallas (WFSDallas) is the workforce system for the Greater Dallas region. WFSDallas implements a system of services that meets employer and job seeker needs while providing support for the community. For additional information about our services, please see our website at: www.wfsdallas.com.

If you have any questions, please contact me at 214-290-1008.

Thank you,

Connie Rash
Senior Vice President

achieving competitive solutions...for employers through quality people and for people through quality jobs.

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