



2021-2023 P-TECH Planning and Implementation Grant

Competitive Grant Application: Due 11:59 p.m. CT, November 10, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant application and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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 Title Email

Phone Signature Digitally signed by Dr. Grenita Lathan Date: 2020.11.10 11:32:47 -06'00' Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

4. 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
In the Gulf Coast Workforce Region, the Workforce Board is projecting the overall need for Heating, Air Conditioning, Refrigeration Mechanics & Installers to grow by at least 21.1% over the next six years in addition to need for 803 new, highly-skilled installers.	In partnership with Century AC and the Greater Houston Builders Association, the Jones Futures Academy HVAC "P-TECH" will train the future of highly skilled HVAC professionals to meet regional workforce demands. In its inaugural year, P-TECH will establish Work-based Learning (WBL) plans, procedures, and pacing guides created by a dedicated Campus Grant Administrator.
In 2017, women made up 47% of the workforce, yet only 2% of them were employed in the HVAC industry. HISD will focus on recruiting students, especially females, into the industry to address this need.	Jones HVAC P-TECH will be positioned to assist in meeting the workforce demand by training underrepresented populations in the field. Jones Futures Academy is positioned to recruit and graduate underrepresented populations like females who represent 63% of their enrollment.
Given the size and scope of Houston ISD's Career and Technical Education programs, there is still a gap in HVAC programming to address Gulf Coast Region workforce needs.	The HVAC program will serve to provide students with stackable industry based certifications in NCCER Core, NCCER HVAC, and the Refrigerant and Handling EPA 608 to meet the demand of the Gulf Coast Region.

5. 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.

By August 2022, in alignment with the P-TECH Blueprint requirements, HISD's P-TECH at Jones Futures Academy will: recruit and enroll a maximum of 75 9th grade students; ensure 100% of P-TECH students will have at least eight (8) work-based learning experiences by the end of each grade level; establish and maintain one (1) dedicated P-TECH Campus Grant Administrator to develop new project and work-based learning lessons, pacing calendars, business partnerships, and career exploration/investigation/mentoring activities to be utilized annually following the grant period; and provide work-based learning (WBL) training and support in lesson development for P-TECH teachers in preparation for aligned instruction.

6. 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

Objective 1 HISD P-TECH Leadership Design Team will meet to review the goals and measurable objectives for the program. Obj. 2: Student Portfolio requirements will be reviewed and identified stakeholders will devise timelines to meet with students in whole group and individually. Obj. 3 Identifiable student benchmarks, exams, projects, performance acknowledgments, and lesson units will be added to the scope and sequence. Obj. 4 Professional Development calendar for instructors and other advisory members will be established. Obj. 5 Instructors will create a scope and sequence of supplemental curriculum that accompanies the current TEKS in the CTE program. Obj. 6 Recruitment and enrollment of students Obj. 7 Create rubric and review presentations of student portfolios. Obj. 8 Establishment of Summer Bridge programming.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Objective 1 HISD PTECH Leadership Design Team will meet to review the goals and measurable objectives for the program. Obj. 2 Monitor student benchmarks, exams, projects, performance acknowledgements, and lesson units will be added to the scope and sequence. Obj. 3 Professional Development calendar for instructors and other advisory members will be established. Obj. 4 Monitor and assess the scope and sequence of supplemental curriculum that accompanies the current TEKS in the CTE program. Obj. 5 Career advising sessions for students. Obj. 6 Recruitment and enrollment of students.

Third-Quarter Benchmark

Objective: 1 HISD PTECH Leadership Design Team will meet to review the goals and measurable objectives for the program. Obj. 2 Student Portfolio review. Obj. 3 Promotion of 9th grade students. Obj. 4 Enrollment of next cohort of students. Obj. 5 Host Summer Bridge for promoted 9th grade students. Obj. 6 Creation of 9th grade camp for incoming cohort. Obj. 7 Begin cohort 1 final report that disaggregates data on measurable outcomes. Obj. 8 Create 10th grade student benchmarks, exams, projects, performance acknowledgments, and lesson for the scope and sequence for the program. Obj. 9 Professional Development for instructors.

7. 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.

Houston ISD will implement progress monitoring measures to ensure successful student completion of the P-TECH program. The P-TECH program will leverage student data information systems (SIS) to look at the following measures: student grades, attendance, performance acknowledgments, successful matriculation through their program of study, and standardized and district administered exams. The HISD (SIS) allows for multiple avenues for reviewing student data in various measurable and outcome-based processes. Individual student portfolios will be monitored during the first progress benchmark in each six-week grading cycle. Students receiving grades at 75 or below, with two unexcused and/or three excused absences, will receive additional support from intervention services to ensure successful completion of the program. Data collected by our work-based learning partners will be evaluated using a rubric to determine student success in their study area. This will ensure that work is consistent with the industry standards, hard and soft skill attainment, and general engagement in their working environment. Students needing remediation based on these progress measures will be provided opportunities for tutoring and other interventions created by the teacher of record and the administrator.

Modifications in program offerings and recruitment will occur if anticipated progress has not been met or sustained once the P-TECH program has been launched. The Leadership Design Team will routinely convene to review and identify possible barriers, along with solutions to minimize barriers moving forward. All stakeholders will be committed to adjusting program elements and course offerings to meet student, IHE and industry demand to ensure full and successful participation in the P-TECH program. Finally, work-based learning experiences will be monitored, evaluated and modified as necessary to increase student engagement and interest in high-demand, high-wage regional occupations.

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8. 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.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. P-TECH schools will provide participating students with flexibility in class scheduling and academic mentoring.
- 4. The P-TECH 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.
- 5. P-TECH 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 and 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.
- 6. P-TECH programs will be provided at no cost to participating students.
- 7. P-TECH schools will ensure that a student is 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.
- 8. The P-TECH Campus will implement the design elements included with the 6 benchmarks of the [P-TECH Blueprint](#) and strive to fulfill the state standard for student success as measured by the outcomes-based measures.

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Statutory Requirements

1. P-TECH campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Houston ISD has established thorough school choice recruitment supports to encourage Houston families to select the best program for their child(ren). Specifically, the HVAC P-TECH program at Jones Futures Academy will operate as a no-cost, open enrollment "school-within-a-school," known as a Choice School. It will not exclude or discourage the enrollment of any of the subpopulations of at-risk students. Enrolling both HISD and students from out-of-district, HISD's School Choice offers school-wide programmatic models and pedagogical philosophies aligned with national best practices. To ensure subpopulations of at-risk students are included in recruitment and enrollment processes, approximately 80% of the seats will be reserved for in-District students, including but not limited to those who are at-risk of dropping out, economically disadvantaged, English Language learners, or those who have failed a state-administered assessment.

Entry into Choice Schools occurs through an annual application and selection process that is centrally managed by the District through the Office of School Choice. Campuses without academic entry requirements utilize a computerized lottery process. This process is used to ensure the program does not exclude or discourage subpopulations of HISD students. For schools with more applications than available seats, a lottery is conducted. A wait-list is generated by the system in which student applicants are placed in a randomized order. Each School Choice campus follows a standard timeline, which applies to P-TECH.

Recruitment plans include a marketing timeline, methods used to obtain community input about the program, and regular activities intended to educate students, parents, counselors, community members, staff, and school board members.

Example of Houston ISD's School Choice Timeline:

SCHOOL CHOICE THURSDAYS:

Virtual Tours: Families are welcome to virtually tour any HISD Magnet schools on a designated Thursday. Elementary and K-8 schools will host tours at 9:00 a.m., secondary schools at 1:00 p.m.

SCHOOL CHOICE FAIRS:

Virtual fairs are held to provide families with information about each school's magnet program. Times are announced on the School Choice website and campus marquees. These fairs are generally held beginning in September through November.

K-12 APPLICATION PHASES:

Phase 1 (September - November) Qualified in-district applications received during this phase will be entered into lotteries or be offered auditions.

Phase 2 (November – February) Qualified in-district applications received during this phase will be offered auditions or seats on a space available basis.

Phase 3 (February – onward) In-district applicants new to HISD and out-of-district applications will be considered on a space available basis.

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Statutory Requirements (Cont.)

2. P-TECH schools must provide for a TEA CTE program of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequences 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.

Jones Futures Academy students participating in the P-TECH program will have the opportunity to complete postsecondary coursework and certifications aligned with one of the existing pathways on their campus -- Architecture & Construction. This pathway will incorporate a new HVAC and Sheet Metal sequence that includes a dual credit crosswalk aligned with Houston Community College's (HCC's) Level I Certificate in Heating, Air Conditioning & Refrigeration (HVAC). The postsecondary coursework will culminate in the opportunity for students to obtain the EPA Recovery Certification associated with the HVAC industry. Students also will have the opportunity to sit for the NCCER HVAC, Level 1 certification.

In an effort to support the needs of Jones Futures Academy students who qualify for college-level academic courses, P-TECH participants will have the opportunity to complete HCC's Common Core (i.e., 42 semester credit hours of academic coursework) that is transferable to 4-year institutions. These academic course offerings include lower-division courses covering a range of academic disciplines (e.g., English, Government, History, Natural Sciences, etc.) that serve as the foundation for most baccalaureate programs aligned with the Architecture and Construction discipline.

Coupled with the aforementioned Level I Certificate, these P-TECH students will obtain an Associate of Arts degree by completing 60+ semester credit hours of HCC coursework. Therefore, they have the opportunity to graduate from Jones Futures Academy with two postsecondary credentials in addition to industry-recognized certifications. [Add a sentence]

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Statutory Requirements (Cont.)

3. P-TECH schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all of the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies, and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

P-TECH students enrolled in the Associate of Arts pathway will complete a state-approved collegiate degree program consisting of lower-division courses, associated with Houston Community College's (HCC) Level I Certificate in Heating, Air Conditioning, & Refrigeration (Basic) coupled with the community college's Academic Core Curriculum. The 42 semester credit hours of academic coursework is designed to articulate to baccalaureate programs aligned with several in-state colleges and universities: [Prairie View A&M, Sam Houston State, etc.] HISD has partnered with HCC to develop a course of study plan ensuring the P-TECH program adheres to all compliance standards established for postsecondary institutions by the Southern Association of Colleges and Schools (SACS).

The Memorandum of Understanding (MOU) between HCC and HISD outlines college readiness and teacher credentialing expectations for dual credit students and faculty, respectively; coupled with how, when, and where dual credit courses can be offered within HCC's existing scheduling structure. The plan of study for the P-TECH program will provide a seamless transition for students from grade level to grade level, with college level courses gradually being integrated into the high school schedule with high levels of rigor, acceleration, and support. The plan provides a pathway to a certificate, associate, or baccalaureate degree whose courses and fields of study are as followed by the Texas Higher Education Coordinating Board, Lower Division Academic Course Guide Manual and/or courses required for certificates. The instructional calendar for the high school portion of P-TECH, based on the School District calendar, will comply with all related TEA regulations for school attendance.

4. P-TECH schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program, and review the MOU at least every two years and update as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

The expected goal of the P-TECH program at Jones Futures Academy is to create a strong building block of work-based learning coupled with rigorous and relevant instructional coursework that ensures career readiness skills for every student at all grade levels. The Manufacturing, Trade, Service, Transportation & Warehousing, and Construction Sectors fuel Harris county employment, which is home to Houston, the largest city in Texas and the fourth largest in the nation. Greater Houston Builders Association (GHBA) is the voice of Houston's residential construction industry--the fourth largest builders association in the country and the largest in Texas. The Houston region continues to lead the nation in new housing starts and GHBA proudly represents all aspects of the residential building industry in the greater Houston area. Our partnership with GHBA will afford every student access to some of the nations top builders, developers, remodelers and industry professionals, allowing for a robust, hands-on learning experience. Houston ISD will partner with GHBA to provide 100% access to students participating in the HVAC P-TECH program of study, at each grade level, coupled with alignment and industry based certifications. The Houston ISD - GHBA partnership will address regional workforce needs, give participating P-TECH students first priority in job interviews, for which the student is qualified, and create accountability relative to the MOU, which will be reviewed and revised if need be, every two years. Houston ISD is actively pursuing additional potential industry partners in the [electric, carpentry, and masonry] space, to strengthen this blossoming program.

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TEA Program Requirements

1. The grantee must have an established Leadership Design Team to complete the P-TECH Implementation Plan, prepare the campus to begin serving students in the P-TECH program, and provide leadership for the campus regarding P-TECH. Leadership Design Team members are outlined in the P-TECH Blueprint. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The P-TECH Leadership Design Team is inclusive of district level decision-makers from Houston ISD, Jones Futures Academy High School campus leaders, industry partners, and IHE leadership from Houston Community College (HCC). This cross-functional leadership team is responsible for the overall governance, operations, design, accountability, professional and curriculum development, outreach opportunities, sustainability, and continuous monitoring and improvement of the HVAC P-TECH program at Jones Futures Academy High School. The current Leadership Team for the HVAC P-TECH program consist of: Daryl Sherman, School Support Officer (SSO) South Area Schools (HISD); Michael Love, Executive Director of Career Readiness (HISD); Jharrett Bryantt, Executive Director of Innovation and Post-Secondary Programming (HISD); Juliet Amara, Director for Career Readiness (HISD); Dana Carmouche, Career Readiness Program Manager for Special Projects (HISD); Scott Godley, Sr. Manager for Postsecondary Programming (HISD); Alma Webber, Curriculum Specialist for Postsecondary Programming (HISD); Jarad Davis, Director of Wraparound Services (HISD); Nirmol Lim, Principal at Jones Futures Academy (HISD); Vickie Johnson, At-Risk Program Administrator at Jones Futures Academy (HISD); Michael Webster, Associate Vice Chancellor of Workforce Instruction (HCC); Catherine O'Brien, Associate Vice Chancellor of College Readiness (HCC); Sam West, Director of P16 (HCC); and GHBA leadership. Virtual team meetings have been held in preparation of the grant application with leadership team participation on October 1, 8, 13, 14, 15, 20, 29, 2020. Upcoming meetings will be scheduled to occur pending notification of the grant award. Agenda topics: P-TECH goals and objectives, IHE/Industry Partnership, Wraparound Resources, and Certifications/Dual Credit/Fees.

2. The grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills necessary for high school and college readiness, and to be successful in rigorous academic and work-based educational experiences. Describe the current wrap-around strategies and services the campus will offer, as well as the additional strategies and services that are planned to support P-TECH.

Houston ISD currently provides wrap-around services to students through the Office of Strategy and Innovation Division, within the Equity & Outreach Department. The Equity & Outreach Department is tasked with the responsibility of maximizing academic outcomes by connecting HISD's most undeserved student populations to critical non-academic support services. The Wraparound Services Department connects students and their families with community resources that address the non-academic challenges that students face which ultimately impact their ability to learn. On a daily basis, Houston ISD Wraparound Services provides support necessary for students' success in school, inclusive of access to mental and physical health professionals, food, housing, school counseling, social-emotional resources, social work services, and connection with critical community partners. Specifically, Jones Futures Academy has a full-time designated wraparound specialist, an on-site, at-risk program administrator and school counselor to assist students with both social-emotional well-being. There is also a designated Academic and Career Counselor to provide career counseling relative to personal graduation plans, course completion, and CTE instructional support. In addition, both a College Success Advisor and College Access Coordinator will assist students in finding a college/university, applying to college, coordinating college visits, as well as identifying and securing financial aid. In furtherance, Jones Futures Academy administrators and teachers will offer additional academic support through regular after-hours tutoring. Additional wrap-around services are available to students in the P-TECH program and can be accessed through our business partner Goodwill Houston, which provides social services resources to students who experience barriers in life and provide the necessary support to help them thrive.

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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.

Payroll Costs

1.	Salary and Fringe Benefits-Campus Grant Administrator (2 Years)	\$145,248
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	HVAC Lab needs (tools, supplemental curriculum, etc.)	\$3,000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended

Negotiated Change or Amendment

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