



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: G.A.A., Article III, Rider 66, 86th Texas Legislature; TEC §§29.551-29.556 and §29.908

Grant period: From 02/15/2021 to 06/15/2023 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of the required attachments.

Amendment Number

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

1. Applicant Information

Name of organization	Evolution Academy Charter School								
Campus name	Evolution Academy-Houston	CDN	057834	Vendor ID	76-0622470	ESC	10	DUNS	107959814
Address	2414 Spring Cypress Rd.		City	Spring	ZIP	TX	Phone	281-907-6440	
Primary Contact	Cynthia Trigg		Email	cynthia.trigg@evolutionacademy.org		Phone	972-907-3755		
Secondary Contact	Julia Askew		Email	julia.askew@evolutionacademy.org		Phone	281-907-6440		

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):

- | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name	Cynthia Trigg	Title	Superintendent	Email	cynthia.trigg@evolutionacademy.org
Phone	972-907-3755	Signature		Date	11/9/2020
Grant Writer Name	Kristina Ubina	Signature		Date	11/9/2020

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

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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
The charter currently has 2.8% of its students who graduate from Evolution Academy Charter School-Houston college ready. This is far from the state average of 50.0%. (Source: 2018-2019 TAPR)	To ensure the charter addresses this need, it will sign an MOU and partner with Houston Community College. This will enable the charter to work with the college to ensure its curriculum is meeting college-level standards. Therefore, allowing the charter to increase its percentage of college-ready graduates drastically.
Currently 0% of students from Evolution Academy Charter School-Houston graduate with dual credit courses in comparison to the state's percentage of 20.7 %. (Source: 2018-2019 TAPR)	To ensure the charter addresses this need, it will collaborate with Houston Community College to offer students the opportunity to obtain dual credit courses that lead to students obtaining a degree and industry-based certifications in a high-demand career field.
Presently 21.2% of Evolution Academy Charter School-Houston graduates enroll in a Texas Institution of Higher Education. This is well below the state percentage of 54.6%. (Source: 2018-2019 TAPR)	To ensure the charter addresses this need, the charter will heavily market the program and its benefits to students and parents. By doing so, the students will be more aware of the pay and opportunities that attending an IHE can create; thereby, increasing IHE enrollment.

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.

SMART Goal: Establish the foundational components of the P-TECH Program according to the P-TECH/ICIA Blueprint and complete the implementation plan to receive P-TECH Designation by the 2022-2023 school year.
SMART goal elements: Specific: Obtain P-TECH Designation and provide students regardless of demographics with a smooth transitional experience to postsecondary and the workforce; Measurable – Increase the percentage of students who graduate college ready from 2.8% to 20%, receive dual-credit courses, enroll in college, and receive post-secondary industry certification and/or work-based education; Achievable – Through partnerships with industry/IHE partners as seen in the attached letters of support; Relevant – Lack of dual credit and college ready graduates as referenced in need section; and Timely – To be accomplished by 2022-2023 school year.

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

- 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, student advisors, etc.);
- Establish partnership agreements (MOU) with partnering businesses;
- Create a P-TECH Leadership Team and Advisory Council to include charter, IHE, and business representatives;
- Enter into an articulation agreement with a four-year IHE detailing how the associate degree and accrued credits lead to a baccalaureate degree; and
- Create pathways to associate degrees and/or industry-based certifications.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

- Submit the P-TECH Implementation Plan and 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 and Advisory Council meetings to address any issues that arise and review progress of program compared to projected benchmarks; and
- Provide each participating student with a program/course that enables them to combine high school courses and post-secondary courses and earn dual credit.

Third-Quarter Benchmark

- 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 the partnering business is providing participants with appropriate grade-level work-based learning opportunities;
- Provide participants with tutoring, as needed; and
- Have student advisors meet monthly with each participant to obtain feedback on any concerns or obstacles they may encounter.

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.

Evolution Academy Charter School-Houston will review all grant requirements and proposed activities in order to collect and submit any data to TEA in a timely manner. Because of this, the charter will be regularly monitoring the program and will be able to determine when and how to modify the program.

DETERMINING WHEN AND HOW TO MODIFY THE PROGRAM: Evolution Academy Charter School-Houston will prioritize the objectives and goals of this grant. In order to ensure it is on path to meet them, the charter will be assembling data into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders and Leadership Team 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 and Leadership Team will discuss modifications that need to be made to the program. If the group 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.

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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.

Evolution Academy Charter School-Houston will establish RECRUITMENT AND ENROLLMENT PROCESSES that will ensure no subpopulations will be excluded or discouraged from applying to the program. This includes: at-risk students, students who are of limited English proficiency, and/or students who have failed a state administered assessment. In fact, Evolution Academy Charter School-Houston will encourage the aforementioned subpopulations to participate in the program and will even hold a weighted lottery for these subpopulations if the spacing becomes limited. Parents will be advised during school functions and through flyers about the opportunities available.

Evolution Academy Charter School-Houston will implement the following RECRUITMENT and ENROLLMENT PLAN in the timeline of specific activities below:

- March 2021 - Marketing materials will be developed that will be made available in English and Spanish.
 - April 2022 - August 2022 - 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. In addition, social media outlets plus campus and district websites will be utilized to market this program.

Any student regardless of demographics or failure on an assessment that is interested in the program will be provided an application and encouraged to apply. Campus administration will meet with each student’s parent or guardian so they can be made aware of the commitment being made to the program. Participants will be notified of their selection through mail or in person when possible and the student and parent/guardian will be asked to sign a contract. If unwilling to sign contract of commitment, an alternate will be selected.

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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.

Evolution Academy Charter School-Houston currently allows its students to COMBINE high school courses and postsecondary courses. However, due to financial constraints, Evolution Academy Charter School-Houston has been limited to offering only 4 college-level courses. Through the P-TECH Grant, the Charter will partner with Houston Community College, which will allow it to EXPAND ITS CURRENT DUAL CREDIT COURSE OFFERINGS to include Teaching and Automotive Service Technician.

With assistance from Houston Community College, Evolution Academy Charter School-Houston was able to identify crosswalks, sequences of courses, and degrees/certificate/certificate to be earned. BELOW YOU WILL FIND SEQUENCES OF COURSES AND CERTIFICATIONS: For the Teaching field, students in 9th grade will complete Principles of Education & Training, followed by Human Growth & Development in 10th grade. In 11th grade students will take Instructional Practices, followed by Practicum in Education and Training in the 12th grade. Furthermore, students will be able to receive a Teacher Certification and the charter plans to work with Houston Community College to offer an Automotive Service Technician Certification in the future.

WORK-BASED EDUCATION THAT WILL BE AVAILABLE TO STUDENTS: Once the campus is P-TECH designated, campus leadership will work in close partnership with industry partners to allow participants to obtain work-based education experiences (5 points for work-based education). Evolution Academy Charter School-Houston and the partnering agencies will 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 Houston Community College so they can obtain their cooperative education credit hours.

COURSE OF STUDY WILL ADDRESS REGIONAL WORKFORCE NEEDS (10 POINTS): Evolution Academy Charter School-Houston ensures that the identified courses of study will directly align with a career pathway that addresses regional employers' workforce needs. Additionally, Evolution Academy Charter School-Houston contacted Workforce Solutions-Gulf Coast Workforce Board to ensure that these were high-need occupations (see letter of collaboration). This allowed the charter to get a full understanding of what programs of study would be most beneficial to students and the regional workforce needs.

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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.

Houston Community College has history of successfully coordinating with various schools to provide students with college experience while still in high school. Houston Community College offers a diverse array of programs, majors, and services to suit every interest while never losing sight of the needs of each individual student. Houston Community College offers more than a 100 degree options.

This experience makes Houston Community College an ideal IHE partner for the P-TECH Program. In order to establish and maintain strong partnership with Houston Community College, Evolution Academy Charter School-Houston administrators will meet with Houston Community administrators 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. Each year the college and school administrators will meet to review and renew the MOU if needed. Evolution Academy Charter School-Houston has obtained a letter of support the details the college's commitment to this project. (IHE letter of support - 5 pts.)

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.

To ensure program success, Evolution Academy Charter School-Houston will enter into a Memorandum of Understanding (MOU) with itself as the Teacher industry partner. The charter will serve as the industry partner for the P-TECH program and will meet TEA requirements by:

- Providing all P-TECH students access to appropriate work-based education at every grade level;
- Meeting regional workforce in the field of teaching needs by assisting students in becoming work experienced in their career fields;
- Providing students who receive work-based training or education through the P-TECH grant with priority when being interviewed; and
- Reviewing the MOU at least every two years to update it as necessary.

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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.

In efforts to ensure that the grant program runs smoothly and in accordance to grant guidelines, the charter has established a Leadership Design Team. This team will complete the P-TECH implementation plan by: Preparing the campus to begin serving students in the P-TECH program, Provide leadership for the campus regarding P-TECH, and Consistently reminding the program staff of the set program goals and requirements. To ensure the Leadership Team is effective, the charter included individuals already in a Leadership role and know of its requirements.

The following is a list of individuals and their titles that are among the current leadership team: Superintendent of Evolution Academy Charter School- Mrs. Cynthia Trigg; Principal of Evolution Academy Houston Campus - Ms. Julia Askew; Counselors of Evolution Academy Houston Campus – Sharley Ben, Director of Student Services – Vickie Kennedy; and Human Resources Director- Raha Shields. Crucial positions to be added to the Leadership Team will include: Houston Community College’s Program Coordinator- Lara Jagneaux; Houston Community College’s Business Manager- Hannah Snodgrass; Partnering Business Presidents- Ms. Cynthia Trigg and J. Merced Pineda; and Parents.

The Leadership Design Team meetings will be held on the first Tuesday of each month. These meetings allows 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 crosswalks, and approving all required documentation (i.e. student application, marketing forms, etc.).

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.

Evolution Academy Charter School-Houston currently provides some wrap-around strategies and services. Some of the services the charter provides are Saturday schooling and tutoring. However, with grant funds, the charter will expand on its current offerings to include the following:

1. Sessions where a counselor can meet individually with students to provide assistance with academic and/or personal issues;
2. Dedicated advisory periods where students can receive tutoring for any class with any teacher;
3. Sessions that teach student skills such as time management, study skills, collaboration, and interpersonal relationship skills;
4. Peer mentoring sessions;
5. Social and Emotional support for any students in need; and
6. Internships and externships support for students so they can receive work-based education.

All services/strategies will involve stakeholders (parents, teachers, counselors, community members, etc.) to ensure that the charter can assist in: Strengthening both the academic and social/emotional skills necessary for high school and college readiness; Providing rigorous academic and work-based educational experiences; and Enabling the success of every P-TECH student at the charter.

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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.	Project Director stipend	\$20,000
2.	Substitute pay so teachers can attend targeted trainings	\$8,000
3.	Benefits	\$4,200
4.		
5.		

Professional and Contracted Services

6.	IHE will assist in credentialing teachers specifically related to identified programs of study	\$7,000
7.	Trainings for staff which will prepare teachers to teach the targeted courses	\$15,000
8.	Workshops for students which will generate student interest in the targeted programs of study	\$15,000
9.		
10.		

Supplies and Materials

11.	Equipment and supplies necessary for the implementation of identified programs of study	\$69,634
12.		
13.		
14.		

Other Operating Costs

15.	Travel to trainings that will prepare teachers to be credentialed in a related programs of study	\$5,000
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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