2020-2022 P-TECH Success Grant Program
Competitive Grant Application: Due 11:59 p.m. CT, April 27, 2020

NOGA ID		Application stamp-in date and time

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 delivered by mail or hand delivery no later than the above-listed application due date and time to:

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

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

Grant period: From **06/01/2020** to **07/08/2022**   **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: Harmony Public Schools

Campus name: Harmony Science Academy   CDN 101846   Vendor ID 760615245   ESC 04   DUNS 085187438

Address 9431 W Sam Houston Pkwy S   City Houston   ZIP 77099   Phone 713-492-0214

Primary Contact David Haytiyev   Email shaytiyev@harmonytx.org   Phone 713-492-0214

Secondary Contact Burak Yilmaz   Email byilmaz@harmonytx.org   Phone 713-343-3333

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):

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

Authorized Official Name Fatih Ay   Title CEO   Email fay@harmonytx.org

Phone 713-343-3333   Signature *[signature]*   Date 04/27/2020

Grant Writer Name Burak Yilmaz   Signature Dr. Burak Yilmaz (Digitally signed by Dr. Burak Yilmaz Date: 2020.04.27 09:59:32 -05'00')   Date 04/27/2020

(●) 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
Based on our 2018-19 TAPR, 0% of our graduates earn an approved industry-based certification. We have made progress to increase this to 8% in SY 2019-20 but there is much more work to be done to improve in this area.	- Align our current CTE pathways with relevant industry certifications - Invest in additional curricula and resources to prepare students for certification - Our school will become a test center to offer industry certification exams - Establish partnerships with local businesses and industries to expand our work based learning (WBL) offerings to better prepare students for industry certification
Based on our 2018-19 TAPR, 0% of our graduates earn an Associate's Degree. Students who don't go to a 4-year college are not set up for success towards earning an Associate's degree within 2 years of HS graduation.	- Establish IHE and industry partnerships to offer AAS degree plans and aligned work based learning opportunities at no cost to our students - Put students on a path to earn industry/Level 1 certifications prior to high school graduation at no cost, and earn associates degree within two years of graduation.
0% of our graduates earn a Level 1 certificate. With our new P-TECH programs, we are working to change that as well.	- Establish partnerships with local institutes of higher education (IHE) to offer dual credit courses aligned to our CTE pathways - Create crosswalk documents to align college courses with PEIMS - Create & offer CTE pathways that lead to Level 1 certification with our IHE partner

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 July 2022, 60% of our targeted students in Grades 9-12 participating in P-TECH/ICIA academy programs will have earned an industry/Level 1 certification prior to high school graduation and accumulated at least 12 credit hours of dual credit coursework to remain on track towards earning an Associate's degree before the sixth anniversary of the date of their first day of high school.

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

Student Recruitment and Enrollment: # of students participating in our targeted P-TECH/ICIA programs
With targeted college and career counseling, our leadership team will introduce target programs (advanced manufacturing, engineering, biomedical) to all students entering 9th grade and have individual counseling sessions to apply career surveys and identify college/career needs, aspirations, and barriers of our individual students to best advise them and place them into programs. This individualized endorsement and pathway selection and graduation planning combined with early college and career counseling will ensure optimum success for students. The first quarter of the grant period aligns perfectly well with our efforts to recruit, enroll, and conduct course selections for students.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Strategic Alliances:
Continue to build strategic alliances and utilize community resources by expanding our partnerships with multiple Institutes of Higher Education (IHE) and business/industry partners to offer Level 1 Certification tracks, AAS degree plans, and work-based learning (WBL) activities.
By securing these partnerships, we will expand our reach with additional IHE and local industry partners during the second quarter and our academy will be well on-track to delivering planned P-TECH / ICIA programs at scale and bring in dual credit courses and Level 1 certificate options for all career pathways offered and integrate work based learning opportunities into our programming to better equip students with required skills in demand for mid-skills jobs as outlined by the workforce commission.

Third-Quarter Benchmark

Program Participation & Student Success:
- # of students participating in planned work-based learning activities with industry partners
- # of students successfully completed their first dual credit course with IHE partner

During the third quarter of the grant, with recruited students starting the program and WBL offerings formally launched with our business/industry partners, we will be able to track actual enrollment and course progress in our dual credit courses aligned with industry/Level 1 certificates and AAS degree plans, as well as track participation in targeted WBL activities from field trips to job shadowing, career talks, and internships/externships.

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.

In addition to quarterly benchmarks outlined above for the first three quarters of the grant period, our academy leadership will engage in ongoing project evaluation by establishing additional benchmarks to ensure all program resources are acquired and implemented with fidelity, as well as measure progress towards meeting our quantifiable needs by semesterly and annually looking at number and percentage of students making progress towards earning college credits, completing Level 1 certificates, taking industry certification exams, and keeping them on-track towards the ultimate goal of earning industry/Level 1 certificates and/or associate degrees by the sixth anniversary of the date of their first day of high school.

When we notice expected progress is not made in benchmarks or towards our summative SMART goal, our leadership team will review program components, engage in root cause analysis, monitor implementation closely for program fidelity, collect feedback from key program staff, and discuss possible mid-course corrections to refine our program and make ongoing evidence-based improvements. All of these efforts would include relevant stakeholders in discussions and decision-making, including our site-based decision-making committee, CTE advisory committee, and representatives from our IHE and business/industry partners.

Our priority is always meeting student needs in order to ensure their success. Ongoing data collection, feedback from key educators, benchmark progress, and overall evaluation are all protocols in place to ensure program and student success. If something is clearly not working, we would never hesitate to find out the root cause and work together to fix it, whether it is a curriculum issue, mis-aligned resources, professional development, or lack of wrap around services. Our team is extremely data-savvy, so we can easily see trends and identify barriers to success and quickly determine a plan of action with necessary modifications to our current programs and structures. We are solution-oriented and results-oriented and this is what we do when it comes to all of our programs.

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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, 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 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.

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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.

Our academy is an open enrollment charter school. We serve a significant high-need student population according to our demographics. We are confident that our P-TECH / ICIA program will include a subset of students that mirror our current demographics and high-need student profile. Since our school has been a model T-STEM academy for almost 10 years now, we highlight our STEM programs in our student recruitment efforts, which include fliers, billboard banners, open house events, visits to feeder middle schools, etc. However, we believe our most effective recruitment is through word of mouth, when our current students and their parents/guardians talk about their educational experience to their friends and family. We will continue using similar outlets to recruit students and start also including new program offerings through P-TECH / ICIA. General timeline will include enrollment of new students (March-April 2020), endorsement/course selections (May 2020), individual graduation plans (Aug 2020), launching new pilot pathways (Sep 2020), WBL (Oct 2020-May 2021), certification exams (Feb-Jun 2021).

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Statutory Requirements (Cont.)

2. P-TECH schools must provide for a program/course 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, 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 signature course of study we are planning to offer is Advanced Manufacturing. The course of study is offered as part of an Associate's Degree with Houston Community College and enables students to earn Level 1 certificate when they complete 12 college credits from the program. In addition to the Level 1 certificate, students will make progress towards an AAS degree with HCC on Manufacturing Engineering Technology. Our academy will also offer industry certification test to students who complete the Level 1 certificates. The cross-walk document includes all higher education courses, their high school PEIMS equivalence, and a list of industry/Level 1 certifications aligned with this coursework. The course of study will be enriched through work-based learning (WBL) experiences with our business/industry partners by offering a wide range of WBL activities at every grade level 9-12 such as field trips, career talks, mentorship, job shadowing, internships, externships, etc.

The selected course of study expands upon current CTE pathways our academy offers, including engineering, computer science, and biomedical science. Regional workforce needs, as reported by the Greater Houston Partnership, clearly state advanced manufacturing as one of the top sectors that require skilled workforce. Nearly one in three manufacturers in Texas call Houston home. Houston is an important industrial base with access to global markets. More than 230,000 industrial mid-skills workers are needed with specialties in fabricated metal, machinery, and chemical manufacturing. This makes Houston one of the largest manufacturing workforces in the country, and our city ranks #2 among U.S. metropolitan cities for manufacturing GDP. All of this information is validated by our IHE and local business/industry partners, which makes it clear that a pathway in advanced manufacturing is a dire need for our community and will benefit our students with a promising long-term career and great pay.

While advanced manufacturing will be our signature course of study with P-TECH, we are also planning to expand our pathways in engineering and biomedical science through additional IHE and business partnerships, which will enable our students in these pathways to also earn industry / Level 1 certifications, and make progress towards AAS degrees.

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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 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.

Our IHE partner for the advanced manufacturing program is Houston Community College (HCC). The proposed program will meet the requirements for the partnership with the IHE by offering college coursework as dual credit courses in our high school from an Associate's degree in Manufacturing Engineering Technology. The program will not only help our participating students earn industry and Level 1 certificates at no cost, but also put them on a path to earn an associates degree within six years of their first day of high school anniversary.

Our IHE partner for the biomedical program is Texas College of Healthcare Professionals (TCHCP). The president of TCHCP is on the advisory board of our academy and he is very open to collaborating with Harmony to establish a formal MOU with our school in order to support our biomedical science program and establish a similar associates degree program where our students can earn industry and Level 1 certificates and accumulate at least 12 hours of college credits towards an AAS degree before they graduate from our high school.

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 received 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 be reviewed at least every two years and updated 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.

We have been able to identify two local business/industry partners to support our proposed advanced manufacturing program. The first one is Technical Laboratory Systems (Tech-Labs) and the second one is Aviva Wholesale Manufacturing. The curriculum and equipment that is required by our proposed advanced manufacturing program is supplied to our IHE partner by Tech-Labs, which is one of our business partners. In addition to supporting our program with Skill Boss and Amatrol products, Tech-Labs will provide work-based learning opportunities to our students through field trips, sending company staff to our career fairs to talk to our students, offering job shadowing and externship programs as needed. Tech-Labs will also provide technical assistance and student training when it comes to building machinery skills to master the use of manufacturing equipment in our academy.
Likewise, our second business partner, Aviva Manufacturing, will also support our program by offering a series of work-based learning activities to our students from field trips to career talks, and from job shadowing to internships. Both of our business partners are in close proximity to our campus, which gives us an advantage to have our students participate in WBL activities in their work sites.

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TEA Program Requirements

1. The grantee must have an established Leadership Design Team. 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.

Our leadership team includes the following:
David Haytiyev, Principal
Muhammed Kaya, Assistant Principal
Dr. Burak Yilmaz, STEM Director
Syed Hasan, Counselor
Seref Yagli, Engineering/Robotics Teacher
Dr. Ritu Raju, Dean of Advanced Manufacturing at HCC (IHE Representative)
Dr. Himesh Lakhlani, President of Texas College of Healthcare Professionals (IHE Representative)
Timothy Brown, President of Tech-Labs (Business Representative)
Etem Kalkan, CEO/Founder of Aviva (Business Representative)

The leadership team meets monthly, while the external stakeholders attend meetings quarterly. We have started having meetings since April 15, 2019 to identify workforce needs in our community, high-demand mid-skills jobs, identify student interest in possible program offerings, and create a plan of action to recruit IHE and industry partners to figure our coursework, industry / Level 1 certification alignments, and find resources to align with curricula and program offerings. Subsequent meetings happened in May 31, August 21, 2019 and monthly thereafter.

2. The grantee must be implementing 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, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Services should include both academic and social/emotional support for students to be be successful in rigorous academic and work-based educational experiences. 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.

Our academy leadership believes that investing in whole child development is necessary for academic success. Therefore, we offer a variety of wrap around and support services to promote social-emotional learning, mental health and behavioral well-being, personalized counseling for college and career success, mentorship for freshmen, extra-curricular activities including academic clubs, competitions, and athletic sports, and tutoring services periodically available to all students.

Here is a list of currently offered additional wrap-around services and strategies:
- Mentoring program for freshmen: upper classmen work with freshmen as mentors
- College/career counseling: weekly college/career seminars by counselors using a specific curriculum
- College and career success advisor (new position added in addition to counselors)
- YouScience personalized career assessment for juniors and seniors
- Periodic Career exploration events such as Career Talks, Industry Chats, Career Panels, and Career Fairs
- Assisting students with finding and applying for summer internships
- Mental Health and Behavior Counseling services by certified professionals
- Applying to become a School of Character by Character.org (11 principles)

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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.	Career Counselor Salary	$60,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Materials & Supplies for P-TECH programs	$20,000
12.	Equipment necessary for implementation of Advanced Manufacturing program	$30,000
13.		
14.		

Other Operating Costs

15.	Transportation costs for Field Trips	$15,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: $125,000

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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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