



JONES FUTURES ACADEMY
P-TECH Renewal Application
2023-2024

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Background

District Affiliation

HOUSTON ISD

CD #: 101912

Region: 04

Mailing Address (Line 1): 4400 W 18TH ST

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77092

School Affiliation

JONES FUTURES ACADEMY

CDC #: 101-g12-006

Region:

Mailing Address (Line 1): 7414 ST LO RD

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77033

Academy Information

What is the academy name?

Jones Futures Academy

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Grade Levels Served

What grade level(s) will your academy plan to serve?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

50

Enter the number of students that you plan to serve in 10th grade.

50

Enter the number of students that you plan to serve in 11th grade.

50

Enter the number of students that you plan to serve in 12th grade.

50

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Ms.

First Name

Janet

Last Name

Orozco

Email

janet.orozco@houstonisd.org

Phone

713-331-1111

Principal

Principal 1

Name Prefix

Ms.

First Name

Janet

Last Name

Orozco

Email

janet.orozco@houstonisd.org

Phone

713-331-1111

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Millard

Last Name

House II

Email

superintendent@houstonisd.org

Phone

713-556-6000

Narratives

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer.

Architecture & Construction

Select the Program(s) of Study your academy plans to offer.

HVAC and Sheet Metal

Which of the following credential(s) does the academy plan to offer students?

AD
PSC
IC

What associate degree(s) does the academy plan to offer?

Item

Other

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Heating, Air Conditioning and Refrigeration Technology

What industry certifications does the academy plan to offer?

Item

NCCER HVAC, Level 1

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

No

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

The HVAC P-TECH program at Jones High School continues to operate as a no-cost, open enrollment "school-within-a-school", known as a Choice School. It will continue to 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 are 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. 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. Houston Community College's P-16 department and the primary business partner (Century A/C Supplies) along with other partners participate (when available) in student outreach initiatives, including classroom visits to middle schools along with lunch and learn or after-school information sessions with parents. Houston Community College recently invited over 50 Jones Futures Academy P-Tech students along with our freshman HVAC students the opportunity to participate in a career fair on their campus.

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner, Business Partners: Hiring Priority

Strategic Partnerships: Business Partner

Business/Industry Partner 1

Affiliation/Company

Century A/C Supply

Job Title

President

Name Prefix

Mr.

First Name

Ken

Last Name

Schreiber

Email

kens@centuryac.com

Phone

281-530-2859

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.

The Business/Industry articulation agreement outlines the roles and responsibilities for the staff at Century A/C Supply who work with P-TECH students from Jones Futures Academy. It also explains how the staff at Jones Futures Academy collaborate with this business partner to monitor student participation and performance in the work-based learning opportunities, a report that will be disseminated during the P-TECH advisory board and/or leadership team meetings. Century A/C Supply administrators also work closely with Jones Futures Academy faculty associated with the HVAC pathway providing professional development opportunities that enhance instruction in the classroom.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.

The Business/Industry articulation agreement notes that Century A/C Supply will work with Jones Futures Academy administrators to increase P-TECH student participation in on-campus clubs and Career and Technical Student Organizations by providing these subgroups specific access to industry-relevant resources and opportunities

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.

The Business/Industry articulation agreement notes that Century A/C Supply will work to provide the following opportunities for students:

- Provide field trip, speaker presentations, and hands-on job training opportunities
- Facilitate potential internship or work-based learning opportunities with Century A/C Supply
- Serve in a facilitator/networker role for the HVAC program at Jones Futures Academy.

Century A/C Supply is beginning the process of providing vital resources to students by participating in Advisory meetings and providing training speaker series to students.

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.

The Business/Industry articulation agreement confirms that it will be the responsibility of the P-TECH

campus leadership team to allocate the appropriate funds associated with transporting students to partner facilities providing the work-based learning opportunities. Additionally, the agreement states that HISD students have the option of using personal vehicles to participate in any potential internship, job-shadowing, or part-time work associated with the P-TECH program. Houston ISD's College & Career Readiness team also will continually explore opportunities – via hard and soft funding sources – to connect students to external partners that will provide hands-on opportunities for students to learn more about the HVAC industry. Jones Futures Academy P-TECH HVAC students attended an invitation-only Career Fair to our IHE Partner, HCC Central Campus. Fifty students, bused by HISD, attended the career fair.

Strategic Partnerships: IHE

The P-TECH shall have strategic partnerships with business and industry partners and IHEs that are formally articulated in writing and clearly define a variety of careers.

IHE Partner 1

Affiliation

Houston Community College

Name Prefix

Dr.

First Name

Desmond

Last Name

Lewis

Email

desmond.lewis@hccs.edu

Phone

713-718-5211

Job Title

Associate Vice Chancellor, College Readiness

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

We previously met with HCC's Office of Institutional Research to determine how we can expand the scope of the data sharing language in the existing MOU agreement between both institutions to better

support student success. These conversations yield the following student data points that are collected on a semesterly basis. Dual Credit Course(s) Enrollment Information: - Course name - Course ID - Instructional Mode - Semester Grade - Semester & Cumulative GPA - HCC Program, Plan, and Subplan - Associate Degree Earned (Y/N) - License Awarded (Y/N) - Certification Awarded (Y/N) Indicators of Student Academic Standing - Early Alert - Academic Probation/Suspension - Dean's List - Eligibility for Academic Honors - Provide HISD with TSI-A results of any HISD student who tests at HCC, as available The MOU agreement includes language noting that prospective dual credit instructors must meet the minimum credit requirements outlined by Southern Association of Schools Commission on College (SACSCOC), the accrediting body for HCC, to teach dual credit classes. It also states that HCC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at HCC.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

The MOU agreement notes that both HCC and HISD will ensure all dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion. The cooperative agreement also notes that both parties will evaluate the programs and share student data to better track and evaluate student progress and program successes. Additionally, HISD agrees to provide support for HCC advisors, such as office space and access to the internet. The school district also will provide support to students enrolling in postsecondary education, such as tutorial support as needed. The MOU agreement further states that HCC will provide advisors to assist in building pathways for students while also hosting Campus Pathways Fairs. The community college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Disability-related accommodations in a course for which college credit is awarded will be assigned by HCC's Ability Services in accordance with current HCC policies, procedures, and applicable laws that govern the College.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

The IHE articulation agreement notes that Houston Community College (HCC) and Houston ISD administrators will establish opportunities for Jones Futures Academy students to complete their postsecondary credential even if the P-TECH program is discontinued for unforeseen circumstances. These options potentially include completing dual credit classes virtually in an asynchronous or synchronous manner, utilizing simulator software to address competencies associated with HCC's hands-on lab activities, or rescheduling specific lab-based HCC courses to better utilize existing transportation options.

Describe how the IHE articulation agreement addresses the following IHE Blueprint

Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

We previously met with HCC's Office of Institutional Research to determine how we can expand the JONES FUTURES ACADEMY // P-TECH // Renewal // vjohns18@houstonisd.org scope of the data sharing language in the existing MOU agreement between both institutions to better support student success. These conversations yield the following student data points that are collected on a semesterly basis. Dual Credit Course(s) Enrollment Information: - Course name - Course ID - Instructional Mode - Semester Grade - Semester & Cumulative GPA - HCC Program, Plan, and Subplan - Associate Degree Earned (Y/N) - License Awarded (Y/N) - Certification Awarded (Y/N) Indicators of Student Academic Standing - Early Alert - Academic Probation/Suspension - Dean's List - Eligibility for Academic Honors - Provide HISD with TSI-A results of any HISD student who tests at HCC, as available The MOU agreement includes language noting that prospective dual credit instructors must meet the minimum credit requirements outlined by Southern Association of Schools Commission on College (SACSCOC), the accrediting body for HCC, to teach dual credit classes. It also states that HCC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at HCC.

Business Partners: Hiring Priority

List the business partner(s) that have an agreement with the district that students completing the P-TECH program and otherwise meet hiring requirements have priority interviewing with the employer.

Business Partner

Century A/C Supply

Narratives: Regional Workforce Alignment, Work-Based Learning

Work-Based Learning

Add up to three activities offered to 9th grade students.

9th Grade Activities

Work based learning experiences

Add up to three activities offered to 10th grade students.

10th Grade Activities

Preparing students to work 10th Grade Activities with HR Departments

Add up to three activities offered to 11th grade students.

11th Grade Activities

Internship opportunities with Century A/C Supply

Add up to three activities offered to 12th grade students.

12th Grade Activities

On the job training opportunities

Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

Regional High-Demand Occupation

Heating, Air Conditioning and Refrigeration Mechanics and Installers

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students.

DC

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Given that Jones High School's P-TECH program is not within walking distance of a HCC campus, most of these dual credit classes will need to be offered at the high school and staffed by a visiting HCC instructor. This staffing model is commonplace among many HISD campuses that have limited internal dual credit instructors, but it does present a significant burden to HCC' instructional leadership. Therefore, we are exploring several creative options for ensuring these classes are staffed, including the sharing of dual credit faculty associated with neighboring HISD campuses. We also are continuing to work with HISD's Talent Engagement department to expand our outreach efforts to identify and recruit faculty with the appropriate postsecondary credentials to teach dual credit courses in the PTECH program. We also will work with local colleges and universities to establish an affordable and accelerated pathway for existing ISD faculty to obtain the necessary graduate coursework to teach classes within this program. We have been meeting with HCC administrators overseeing the HVAC program to determine when these dual credit classes should be scheduled to ensure they can provide staffing support. We also have had preliminary conversations with HCC related to the possibility of jointly funding a full-time position to ensure consistent staffing support (FYI: Jones High School personnel still are working to hire an HVAC instructor that will minimize the staffing needs from HCC).

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
After-School Support	Jones High School administrators and/or 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 community resources.
Interaction with Communities in Schools and	Jones High School has designated personnel to provide career counseling relative to personal graduation plans, course completion, and CTE instructional support.

School Social
Activity
Workers

Description

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Engagement with Wraparound Services, Communities in Schools (CIS), and School Social Workers Specialists	The Wraparound Services Specialist will connect students and their families with community resources that address the non-academic challenges that students face, which ultimately impact their ability to learn. The Wraparound Services Specialist provides ongoing 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. Students also have access to the CIS and School Social Workers Specialists who can assist them with both social emotional well-being and support.
Postsecondary preparation with College Success Advisor	This district representative will assist students in finding a college/university, applying to college, coordinating college visits, as well as identifying and securing financial aid.

How does your academy use the access, achievement, and attainment data for program improvement?

Our academy uses the access, achievement, and attainment data to identify our priorities and ensure our School Improvement Plan is appropriately aligned. When compared to our district, we over-represent economically disadvantaged students but need to recruit more at risk students. Additionally, we focused on ensuring we identified all students who qualify for at risk services. We also set academic goals and implement intervention system to ensure student success. Finally, we use attainment data explore ways we can increase number of students who are core complete or finish with AA or AS degree. We have changed the courses offered at each grade level to ensure students who may not finish with degree have the option to finish core complete.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected

priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Strengthen TSI Testing Plan	The leadership team will develop a 12-month plan detailing how and when the TSI placement exam will be administered to ensure students have adequate time to receive a targeted intervention while also avoiding instances of "over-testing" students (i.e., delivering multiple sittings of this standardized test over a short timeframe). These efforts also will include closely working with district-level supports specific to the Khan Academy platform, which will serve as the primary TSI preparation tool for incoming and current P-TECH students.
Curriculum, Instruction, and Assessment	The leadership team will explore the learning objectives associated with the dual credit HVAC courses offerings to identify resources that can supplement the curriculum associated with the 9th grade CTE offerings within this pathway to better prepare students for the HCC courses. They also will reassess the existing internal dual credit staffing options at Jones High School to better understand the critical faculty voids heading into the first year of dual credit course offerings (i.e., 10th grade).
Work-Based Learning	The leadership team will reassess the specific work-based learning opportunities that can be available to students given the existing safety concerns and potential constraints associated with COVID. They also will better define the criteria for students participating in these various opportunities.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

<https://www.houstonisd.org/domain/54363>