



*We're Putting Rural Education on the Map*

## **CEN's Rural HOPE Project**

*Scaling the Rural P-20 System Model to create HOPE for all rural students.*

**CEN's Rural HOPE Project Case Statement:** *Scaling the Rural P-20 System Model to create HOPE for all rural students.* The Rural HOPE Project is laser-focused on **High-wage/high demand Occupation Pathways for Each rural Texas student.**



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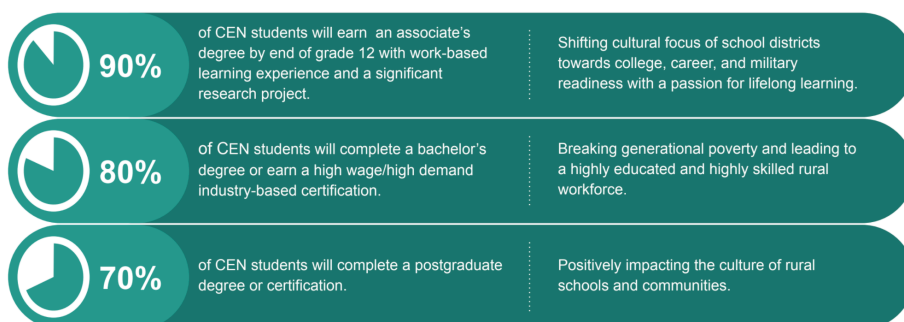
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## Executive Summary – Collegiate Edu-Nation (CEN) and The Rural HOPE Project

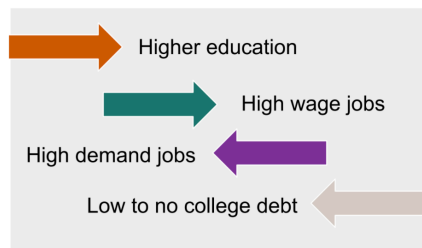
**Collegiate Edu-Nation (CEN) is a statewide network that facilitates the transformation of rural student outcomes and rural workforce development by partnering with local school, community, and business leaders to establish and support regionally relevant P-20 education systems.** CEN acts in the role of an intermediary by connecting member school districts with training and resources in a number of critical areas, including: capacity building, intentional service supports, statewide networking, professional development, and continuous improvement systems. CEN leads toward the future by focusing on a college and career vision of achieving affordable access and educational attainment, integrating transformative educator development, and providing exemplary technical support.

In rural Texas, 1.2 million children under age 18 experience disproportionately higher poverty rates and lower educational achievement. CEN has a strong root system, springing from the original work of CEN CEO, Dr. Kim Alexander, at Roscoe Collegiate Independent School District (RCISD). Under Dr. Alexander's leadership, RCISD has doggedly challenged K-12 tradition since



### Collegiate Edu-Nation Mindsets

- High expectations, High Aspirations
- Focus: All means All
- College, Career, and Military Readiness
- Transformation of School Culture



2002. With the results from many lessons learned in that process, CEN became a non-profit organization in 2019 and has built a strong, growing executive team of experienced, rural education leaders and practitioners.

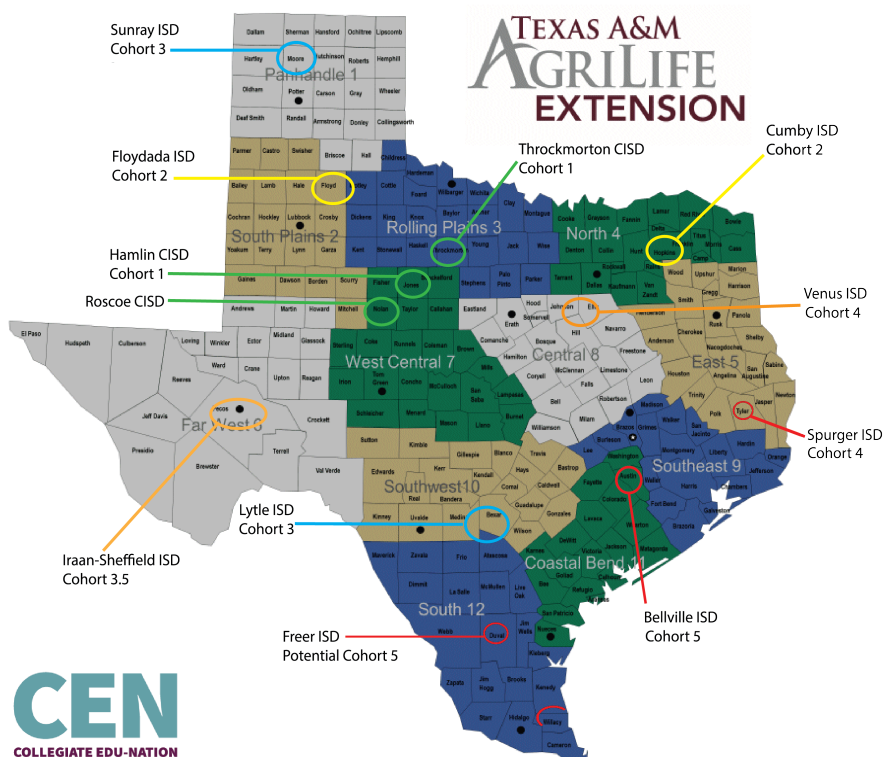
The CEN transformation entails deploying the P-

20 System Model to produce 100% high school completion and 90% of those high school graduates earning associate degrees and industry-recognized certifications. Further, the expectation is that 80% of those high school graduates will go on to earn bachelor's degrees within three years and 70% to earn postgraduate degrees and advanced certifications— all with little or no debt.

CEN and its network of schools, aims to transform public education for *ALL* rural students by providing affordable access to P-20 college- and career-ready preparation, leading to attainment

of degrees and industry-recognized certifications. CEN serves as a community, state, and national resource for such efforts connecting public school districts with higher education partners and workforce leaders from collaborative success.

**The CEN Rural HOPE Project will secure public and private funding to support the establishment of 12 regional model school districts**, one in each of the Texas A&M AgriLife Extension Service Districts (shown in the figure below). The Rural HOPE Project is laser-focused on **High-wage/high-demand Occupation Pathways for Each rural Texas student**. Since 2017, this CEN P-20 System Model, birthed in RCISD, will roll-out through five cohorts and result in the full expansion of the model across the state by 2023 *(as depicted by the accompanying state map and the cohort table projections)*.



The establishment of 12 model districts around the state achieves several critical factors for the full scaling of the CEN Model:

- **Strong regional partnerships** to support local independent school districts (ISDs) in the model implementation

that will transform rural student outcomes in Texas. Our goal is to reach 300 rural districts by 2030 and 600 rural districts by 2036 in pursuit of a solution to the Texas 2036 challenge.

- **Localized pathways and opportunities** for rural economic development that aligns to the work of the Texas A&M AgriLife Extension and Texas Workforce Solutions.
- **Established professional learning communities** to support the teacher and school leadership development needed for transformational change in rural areas.

- **Regional institution of higher education (IHE) partnerships** well-defined and accessible pathways leading to college and career post-secondary attainment.

Cohort	Model District	Status (as of summer 2021)	Current Public Funding Sources	Extension Region
Model	Roscoe CISD	Fully Implemented	Charter Replication	7
Cohort 1	Hamlin CISD	Year 1 Implementation	Charter Replication	7
	Throckmorton CISD			3
Cohort 2	Cumby ISD	SY20-21 Planning Year	School Action Fund (SAF) Implementation	4
	Floydada ISD			2
Cohort 3	Lytle ISD	SY21-22 Board Approved	SAF Planning & Implementation	10
	Sunray ISD			1
	Iraan-Sheffield ISD			6
Cohort 4*	Spurger ISD	SY22-23 Board Presentations Scheduled	P-TECH, SAF	8
	Venus ISD			
Cohort 5*	Freer ISD	SY22-23/23-24 District Visit Scheduled	P-TECH, SAF	12
	Bellville ISD			11

\*Potential districts by expressed interest

Through a combination of private sector and public funding, CEN will secure a sustainable funding base to support the establishment of model districts fully. The loss of human capital from rural communities across the state is a trend that must be addressed. CEN provides a proven model for change, with a record of impressive results in breaking generational poverty and supporting rural economic development.

 <p>District Comprehensive Costs</p> <p><b>\$515/per student*</b></p> <p><small>*Per student fees may be significantly reduced by district level grants to support planning and implementation.</small></p> <p>Transformational professional development, Lone Star Governance board training, Leadership development, Secondary AVID, NWEA MAP, Comprehensive data tracking, P-TECH program of study alignment and design support, Edu-business support, 4-H bulk pricing, Model design support &amp; implementation.</p>	 <p>District Costs Offset by Philanthropic Donations</p> <p><b>Campaign Goal: \$7.3 Million</b></p> <p>A 2021 Feasibility Study conducted by Where RU Going? provided a confident response to the potential of philanthropic grants and donations totaling \$5.5 to \$5.9 million over the next two to three years.</p>	 <p>Public Partnerships as TAP for School Action and P20 Rural Model Launch</p> <p><b>Public Funding Needs: \$8-9.2 Million</b></p> <p>As a TEA-approved Technical Assistance Provider for Rural P-20 System Model implementation, CEN will expand the current 7 CEN districts to 12 ISDs creating a model district in each of the Texas Agri-Life Extension districts. This will lead to a firm foundation to reach the 60X30TX goals.</p>
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Our goal is \$16.5 million in public and private funds over the next five years to support the establishment at least 13 districts and over 6500 rural students. The funding and the planned network of schools will provide the foundation for scaling to districts across the state. The per-student cost to districts will be offset by supplementing local funds to provide innovative

learning environments for all students to graduate high school with postsecondary degrees and certifications.

Based on data from Commit Partnership, the current level of post-secondary attainment for the 2009 8th grade cohort was only 23% (by age 24). More alarming, only 13% of rural sector students achieved those post-secondary degrees. This lack of education translates to \$111 billion in lost human capital to the state of Texas. Comparatively, the investment in CEN transformation is significantly low compared to the results of the current education system. The following pages provide detail opportunities to partner with **CEN's Rural HOPE Project** will transform rural Texas public education and accelerate pathways for rural Texas students to attain regionally relevant, living wage jobs and to *Break the Cycle of Generational Poverty*. We invite you to join us.

***Funding Support for the Collegiate Edu-Nation Rural HOPE Project will...***

1. **Establish** 12 CEN District P-20 models strategically around the state
2. **Develop & integrate** a robust outcomes data tracking & accountability system
3. **Expand** current institution of higher education relationships
4. **Build-out** operating capital support
5. **Strengthen** CEN's non-profit organizational structures, resources & systems

## Vision for Impact

The **CEN Rural HOPE Project** will accelerate the CEN P-20 System Model and establish a model rural school district in each of the 12 Texas A&M AgriLife Extension districts across Texas. This distribution of transformational rural schools will provide a foundation for continued expansion beyond the initial years by positioning strong, regional model districts to serve as innovation hubs and to foster replication by additional districts. Scaling the CEN Model involves moving from the current seven CEN ISDs served (*either in planning or implementation stages as of July 2021*) to all 12 AgriLife Extension districts by 2023.

This strategic scaling is projected to increase the number of rural Texas students served from 4800 to more than 7200 by 2023. The intention is to reach and serve 300 Texas schools by 2030 and 600 schools by 2036 (*serving an estimated 200,000 rural students*). To achieve such transformational impact, this project will provide network districts access to CEN technical assistance and shared resources in order to establish the following fundamental building blocks:

- **Curriculum and Instructional Elements**
  - **Common Instructional Framework** to promote a high cognition learning environment.
  - **Early childhood experiential learning** that encourages creativity, critical thinking, collaboration, and communication skills from an early age. An example of this is the Montessori model currently piloted in several CEN districts.
  - **Project and Problem-based learning** continues developing future-ready skills for all students by focusing on inquiry-based learning rather than standardized testing.
  - **Harvard Instructional Rounds** to establish a culture of continuous learning and instructional improvement while focusing on developing the high-cognition environment. Making learning and the learning process transparent is key to creating cultures of learning.
- **Innovative Future-Focused Educational Models**
  - **Secondary AVID** (Advancement via Individual Determination) to support college-going skills and mindsets.
  - **Pathways in Technology Early College High School (P-TECH)** to create programs of study that lead to associate and bachelor's degrees. These attainments ensure that rural students are prepared for high-demand, high-wage, regionally relevant career pathways.

- **STEM (Science, Technology, Engineering, and Mathematics) Strategies** embedded in core curricula and programs of study for all students to promote authentic learning through inquiry processes and provide a strong foundation for future college and career success.
- **Age-appropriate student research** in grades 3-12, via membership in Texas A&M AgriLife Extension's 4-H Youth Development Program. Student-designed research encourages a learner's natural curiosity and establishes a firm foundation for lifelong learning.
- **Work-Based Learning**
  - **Apprenticeships/Internships** for authentic learning environments, leading to industry-based certifications.
- **District Culture Support**
  - **Cultures of innovation and change** are fostered through leadership training, professional development, and school board support.
  - **Adult and peer mentoring** to establish a focus on lifelong learning and continuous improvement.

## Addressing Rural Dilemmas

Fundamental to everything CEN does and works to achieve is **equity**. For CEN, "*all students*" means "*ALL students*." As the CEN Rural HOPE Project establishes 12 model districts across our state, equitable inputs, engagements and outcomes are woven throughout our approaches and measurements for each of the seven statewide dilemmas we address.

**1-Post-Secondary Degrees and Credentialing:** Based on data from The Commit Partnership,



### Collegiate Edu-Nation Grounded in 15 Years of Development

In August 2008, Roscoe ISD began as an Early College and in 2009 Roscoe High School received the Texas Education Agency's Early College High School designation. In 2015, RCISD was recognized as a District of Innovation

Beginning with an associates degree program assisted with revenue from wind energy, RISD developed a P-20 Program (Preschool to PhD) capability in cooperation with colleges and universities in the area, notably Western Texas College in Snyder and Texas State Technical College and additional partnerships with Texas A&M AgriLife Extension, 4H, and the Texas Tech T-STEM Center.

students graduating from rural schools in Texas have a 13% postsecondary credential and degree attainment rate. It is estimated that this percentage will drop to single digit post-COVID. Overall, only 23% of the most recent cohort of Texas high school graduates to turn 24 (six years after high school graduation) had earned postsecondary credential, resulting

in an estimated loss in lifetime earnings of \$111 billion for that one cohort alone. Combine these postsecondary outcomes with the estimated workforce needs projections that 99% of all


new jobs created since 2008 require a postsecondary degree for success, Texas is facing a significant labor disparity soon. CEN Network districts provide pathways for attainment of degrees and certifications that will address this statewide challenge and significantly close the skills gap impacting rural Texas.

Additionally, the Texas Student Success Council recently noted that of the 11.8 million jobs created since 2008 in the US, 99% of the positions require postsecondary credentials. Therefore, expanding the CEN Network across Texas is mission critical. Developing a viable, future-ready framework to produce college graduates in rural communities is a high priority need.

**2- Workforce and Economic Development:** During the 1950s, rural communities began to lose their best and brightest to urban and suburban areas across the nation. As rural communities lost population, industry and economic development declined. It is critical to recognize that in most rural areas, the school district is the heartbeat of the community. *As the school goes, so goes the community.* Through the CEN Network partnership with Texas AgriLife Extension, the emphasis on rural economic development is realized. Age-appropriate research supports lifelong learning habits, allowing rural students to expand horizons beyond high school. Edu-business models provide a partnership between the school districts and communities meeting needed business gaps while training skilled labor. Establishing rigorous academic and career preparation is critical for high-wage, high-demand careers that allow students to earn a living wage that supports families. And it increases prospects for students to remain within the community. All lead to higher education levels, higher wages earned, improved quality of life, and expanded workforce acumen.

**3- Generational Poverty:** CEN's system model raises student and family aspirations, fosters new education mindsets and builds collaborative relationships among small rural public schools and

communities to address grand challenges. It's no small task, but we will break cycles of generational poverty, affect the cultures of schools toward a mindset of college, career, and military readiness, advance postsecondary education among rural students, create community-based research, and transform educator professional development, all while relentlessly adhering to exemplary stewardship practices.



Collegiate Edu-Nation has been identified by TEA as a rural school P-20 System Model technical assistance provider to support the development of 300 small rural schools by 2030

**4 - Scale and Replicability:** CEN's Rural HOPE Project supports a bold 2030 initiative aligned with the Texas Tri-Agency Workforce Initiative 60x30 goals. Presently CEN provides technical assistance to seven small rural schools with ~4,600 students. The scope of the multi-year CEN expansion project will target the establishment of 12 rural districts across the state to provide the foundation for the planned scaling of the CEN P-20 System Model which will subsequently





## Collegiate Edu-Nation Model Elements

**P-TECH (Pathways in Technology Early College High School) \***: A state designation for schools with a focus on college degrees and work-based learning.

**Dual Credit Program**: Coherent, rigorous coursework whereby students earn an associate degree, or up to 2 years (60 hours) of college credit at no cost.

**AVID (Advancement Via Individual Determination)**: A class that prepares students for success in higher education.

**Common Instructional Framework (CIF)**: A nationally recognized set of teaching and learning strategies designed specifically for Early Colleges.

**Instructional Rounds**: A collaborative practice of observation, discussion, and analysis of the teaching-learning process

**Adult Education Center**: A separate facility to house education beyond grade 12.

**Student Coaching**: Robust, 1:1 support, especially in Grades 13 & 14, and in adult education initiatives.

**Nontraditional Bachelor's Degree**: An opportunity for adults to earn a low-cost, competency-based bachelor's degree.

**Career and Technical Education (CTE)**: A state program of courses that prepare students for high-wage, high-demand jobs aligned to industry-based certifications.

**Work-based learning (WBL)**: Apprenticeships or internships (paid when possible).

**Edu-Businesses**: School-based businesses built by CEN schools and designed to meet a specific community need while providing WBL opportunities for students.

**Problem-based learning (PBL)**: A teaching method where students respond to authentic, engaging, and complex problems with real-world and relevant implications.

**4H/AgriLife Extension Partnership**: Texas program providing access to infrastructure for place-based, age-appropriate research, presentation, and leadership opportunities that lead to a propensity of lifelong learning.

provide technical assistance and advice to 300 small rural schools with 200,000 rural students by 2030. CEN's growing network of willing rural school districts use their defining strengths to tackle our biggest challenges. We will continue to empower students and families to build a future with more opportunity, prosperity, and impact.

CEN has been *identified by TEA as a rural school P-20 System Model technical assistance provider*. A financial cost-sharing plan and an aggressive scaling model are in place. However, there will not be enough resources to close the technological and budgetary gaps between the stated CEN goals and the Texas Tri-Agency Workforce Initiative 60x30 goals without committed partners.

**5- Agility to Respond**: The landscape of public education in the United States has undergone a significant shift in the past years. The future-focused CEN Model demonstrates an ability to respond to the changing landscape by focusing on skills needed to succeed in an evolving economic environment. With an emphasis on inquiry-based learning in a technology-rich environment combined with connections to real-world skill preparation, a CEN district thrives in a changing environment. More importantly, students matriculate into society with a culturally responsive skill set that exceeds the traditional educational models which produce students who are looking for the correct answer on a paper-based test.

**6- Rural Helping Rural**: Rural education presents unique challenges and opportunities. To best understand and address these nuances of the rural landscape, it takes deep roots from educators with leadership experience from the rural lens. The CEN leadership team has a combined 170 years of rural



education experience in the classroom, as campus leaders, and as district visionaries. Additionally, the network of CEN districts forms a larger collaborative to support professional development, pooled resources, and sharing of best practices to reach high levels of student outcomes. CEN operates as an intermediary for rural districts connecting small, often isolated, districts across the state to higher education and workforce assets allowing all students to access a robust educational experience.

**7- Systems and Policy Change:** CEN has made an impact on systems change and policy at the institutional and local levels through three workflows: (a) codification of the model, (b) building a 501(c)(3) organizational infrastructure, and (c) providing ongoing instructional support for CEN Network schools through on-site technical assistance and support. CEN impact is felt at the institutional, local, state, and national level.



At the state level, in May 2021 CEN received from the Texas Education Agency (TEA) designation as a technical assistance provider to support rural schools in developing a P-20 System Model. At the national level, CEN is working with West Virginia University (WVU), a land-grant institution, to establish P-20 models in economically depressed, rural school districts. Van JH/HS is a CEN P-20 Model in the Boone County School District of West Virginia. The Boone County superintendent is committed to expanding the P-20 Model district-/county-wide. Additional national partnerships have taken shape through national funders such as the Walton Family Foundation, Gates Foundation and New Schools Venture Fund as well as through partners such as Battelle for Kids and the American Association of School Administrators (AASA). In addition, interest has been expressed in expanding CEN's rural support model nationwide.

## Markers for Success

### Short-Term (less than 18 months)

For this project, CEN has identified five critical short-term success markers to be achieved within the first 12 to 18 months of launching its Rural HOPE Project. The short-term success markers support the efforts of the CEN Network districts to achieve the performance measures as well as the identified long-term success markers.

Short-Term Goal	Timeline	Details
<b>Establish 12 working CEN Model ISDs</b>	12 models identified and in planning and/or implementation by August 2024	A district established in each of the distinct Texas AgriLife Extension districts, to facilitate the scaling of the P-20 System Model while incorporating the technical assistance provider support model as designated by Texas Education Agency and facilitating ISD networking, best practice sharing, and shared resourcing.
<b>Develop a robust data tracking system</b>	Initial development Fall 2021 to full development by Summer 2022	A data system that incorporates quantitative and qualitative data sources from all CEN districts and related communities to determine longitudinal academic and economic impacts of the P-20 System Model for district and rural community development.
<b>Expand current IHE relationships</b>	Winter 2023	Two additional 4-year universities added to provide clearly aligned pathways for all students in the CEN Network to achieve bachelor's degrees with minimal to no debt.
<b>Grow capital support</b>	Winter 2023	The continued expansion of the CEN infrastructure using public funding combined with philanthropic funds to recruit, train, and launch a highly qualified and fully supportive instructional team to lead the transformative professional development for model ISDs across the state.
<b>Strengthen CEN's non-profit organizational structures, resources, and systems</b>	Fall 2022	Investment in school board trainings, staff professional development, IT infrastructures, financial practices and nonprofit legal counsel.

### CEN's Long-Term Success Markers (3-5 years)

Broadly speaking, the CEN logic model begins with a deep investment of inputs focused on the three elements of the CEN Model: a) college readiness, b) workforce preparation, and c) community research. These three elements align with the Texas 60x30 Tri-Agency Workforce Initiative plan and focus on attaining college degrees and workforce preparation for *ALL* students, to reduce the rural poverty gap. *Primary targets are often referred to as the 90-80-70 targets* and would best define the long-term goals for a CEN District:

1. **90%** of CEN students will receive an associate degree and an industry-recognized certification.
2. **80%** of CEN students will receive a bachelor's degree.
3. **70%** of CEN students will receive an advanced degree or certificate.

The organizational change must begin with early childhood to achieve the three targeted outcomes, stretching to scaffold postgraduate education.

The desired outcomes are being achieved while CEN better fits governance, administration, and technical assistance to early adopter schools. The vision is a large-scale transformation of rural America from systemic poverty to multi-generational wealth creation. The mission is to embrace an educational model that educates, trains, and empowers young people in rural communities to invigorate and reinvent their local economies. The P-20 System Model supports these students from the first day of Pre-K through postsecondary success—and into the start of a meaningful 21st-century career. With CEN, All means *ALL*!

### Model Design and Theory of Change

Individual student success is central to the CEN strategic plan and corresponding Theory of Change. The networked ISDs prioritize student success, even when it's difficult or inconvenient for adults and communities. Three metrics form the core of defining success—college success, career success, and a research mindset.

Bridging the aspiration and expectation gap requires proactive communication, clear role definition, and a shared vision for student success. Student success is highly correlated with engagement, persistence and resiliency. All CEN Network students will earn a high school diploma while 90% will simultaneously earn associate degrees and industry-recognized certificates. Using a newly created structure, P-TECH spans grades 9-14 and enables students to earn a no-cost, two-year postsecondary degree. In addition, students participate in a range of workplace experiences, including mentorship, worksite visits, and paid internships.

Students begin team research in Grade 3 through the problem and project-based methodology and continue this research-based learning focus through individual capstone research projects during Grade 12. The process includes forming researchable questions, collecting and organizing information, presenting the findings to their peers and the community, and defending their conclusions and recommendations. By learning a systematic process, students are better prepared for careers that do not yet exist and to become change-adept lifelong learners.

Upon graduation, students have the academic and professional skills required to either continue



their education in a four-year IHE, join the military, or seek entry-level positions in various fields. While the P-TECH Model encompasses six years, students can move at their own pace; some accelerate through the model in as little as two years post-high school. For these two years, P-TECH serves students from primarily underserved backgrounds.

Texas has adopted curriculum standards that are used in all the state's public schools. The Texas Essential Knowledge and Skills (TEKS) standards outline what students learn in each course or grade. However, a future-ready curriculum must be more explicit than courses.

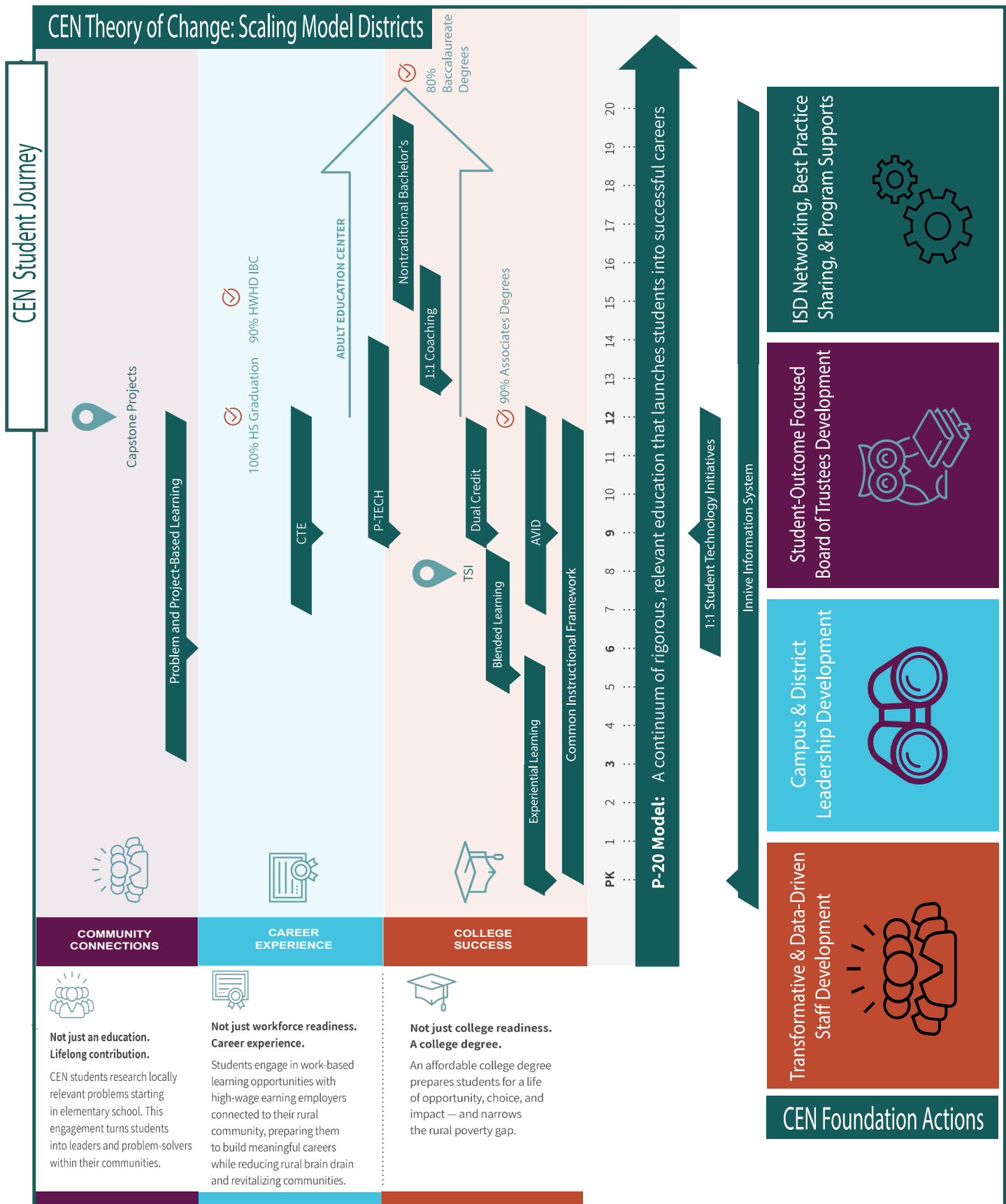
The CEN Model embraces and accentuates the community-school culture—the attitudes, expectations, behaviors, and pride that exemplify that culture. The CEN Model addresses the TEKS *while* fostering authentic learning, collaboration, critical thinking, problem-solving, and appropriate use of technologies. This holistic learning model emphasizes relevant and meaningful learning tasks which center on cross-disciplinary teaching, reasoning, analysis, interpretation, and synthesizing information. The CEN Model embeds unique practices, procedures, and skills that result in optimal learning, both for students and for the adult educators serving those students.

The CEN P-20 System Model for rural school transformation comprises a series of innovations and interventions to increase student aspirations, expectations, hope, leadership, engagement, and accomplishments. The P-20 System Model is best described graphically to demonstrate the interconnectedness of the model elements.

[https://edu-nation.org/wp-content/uploads/2020/12/CEN-2020-Annual-Report\\_FINAL-2.0\\_04Dec2020.pdf](https://edu-nation.org/wp-content/uploads/2020/12/CEN-2020-Annual-Report_FINAL-2.0_04Dec2020.pdf)

<https://edu-nation.org/annual-report/>

<https://planandcase.s3.amazonaws.com/Sample-Case-for-Support.pdf>



## Goals, Benchmarks, and Assessment Tools

CEN is relentlessly focused on the rural sector and on the following priority outcomes to break the cycle of generational poverty:

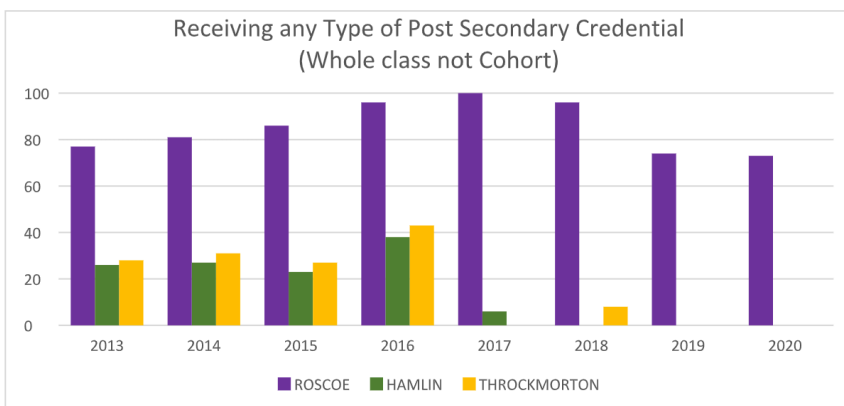
- **Creation of rural school/community cultures** centered on college and career readiness.
- **Degree and certification attainment** by rural students and the adults that serve them.
- **Transformative professional educator development**, to ensure world class learning environments.
- **Exemplary stewardship** of all resources, both tangible and intangible.

To track and measure this work, CEN has adopted performance goals and committed to ten performance measures (*all of which will be coordinated with and adapted to each local ISD partner*). The CEN work focuses on provided support, resources, and rural expertise to network districts in pursuit of the performance goals and measures. Achievement of these indicators by network districts assures the successful attainment of the long-term goals of the CEN model. A complete explanation of the performance goals and measures for network districts is available in Appendix C.

At CEN's core, the desire to continually innovate and monitor the impact of the model is a priority. Therefore, in addition to the defined performance goals and measures, CEN has defined success markers in terms of the Rural HOPE Project aligned to the launch of the capital campaign.

## Model Sustainability

The launch of the CEN P-20 System Model is a multi-year, systemic change process impacting every aspect of a school district. The successful transformation is dependent on the creation of strong partnerships and community relationships. CEN facilitates this work through professional development for staff and leaders, implementation of best practices for establishing access to



dual credit and post-secondary degree attainment for all students, and access to high-quality instructional practices and resources designed to provide rigorous academic preparation for post-secondary success.

Successful implementation

of the CEN P-20 System Model depends upon solid planning, building strategic relationships,

developing higher education partnerships, and streamlining statewide programs to optimize learning outcomes for all students.

### **The CEN Model Starts with Integrated Planning and Local Relationships**

When district and community leaders express interest in the P-20 System Model redesign, a multi-stage and multi-year process launches. Implementing the P-20 Model requires a strong commitment from district stakeholders who are committed to achieving significantly improved post-secondary outcomes for all students. A comprehensive listing of the typical planning stages and annual progress is detailed in Appendix E.

As districts proceed through Years 1-3 of implementation, the targeted outcomes provide the sustainability for the model with districts fully accessing House Bill 3 (HB3) funding established by the 2019 Texas Legislature. Under the HB3 funding, districts earn bonus outcomes for increased postsecondary attainment of career and college credentials. Additional weighted funding to support the P-TECH model is increased in full P-20 Model implementation, due to the access of *all* students (rather than a pathway only).

After three years of CEN support, ISDs can attain a certification level based upon their outcomes and implementation of the CEN Model with integrity.

<b>CEN Certified Districts will...</b>	<b>Target levels of expected implementation...</b>
Develop programs of study for all students leading to associate degrees by high school graduation.	Strive towards 90% of the graduates obtaining an associate degree prior to high school graduation.
Establish IHE partnerships to allow for students to earn college degrees while engaged in the P-20 System Model.	Strive towards 80% of the graduates obtaining a bachelor's degree.
Align programs of study to industry-based certifications for high-wage, high-demand careers.	Designated as a P-TECH campus.
Measure 100% of students' growth per NWEA MAP growth assessments.	Documented composite growth of at least 5% by end of Year 2.
Implement AVID at secondary campuses.	AVID cohort for each grade level served in P-TECH program.
Require student-driven research (age-appropriate)	All students (grades 3-12) enrolled in 4-H and engaged in at least one student-centered research project per year.
Offer project-based learning	Evidence of implementation across grade levels by end of Year 2.
Integrate STEM strategies	Evidence of implementation across grade levels by end of Year 2.



Offer early childhood experiential learning	Evidence of implementation across grade levels by end of Year 2.
Engage in Harvard Instructional Rounds	Formal deployment twice per year by end of Year 2.
Offer Pathways in Technology Early College High School (P-TECH)	Application for at least one P-TECH pathway by end of Year 1
Engage in Common Instructional Framework	Evidence of implementation by end of Year 2.
<b>CEN Exemplar Certified District will...</b>	<b>Achieved level of expected implementation...</b>
Develop programs of study for all students leading to associate degrees by high school graduation.	90% of graduating class earning associate degrees by end of Year 3.
Establish IHE partnerships to allow for students to earn college degrees while engaged in a P-20 Model.	80% of graduating class earning bachelor's degrees by end of Year 3.
Align programs of study to industry-based certifications for high-wage, high-demand careers.	70% of graduates will earn industry-based certification by end of Year 3.
Measure 100% of students' growth per NWEA MAP growth assessments.	Documented composite growth of at least 10% by end of Year 3.
Implement AVID at secondary campuses.	AVID model recognized as meeting all requirements of an AVID program.
Require student-driven research (age-appropriate)	All students are enrolled in 4-H, engaged in age-appropriate research, and presenting to an authentic audience by end of Year 3.
Offer project-based learning	100% staff trained in PBL and using high quality instructional strategies as evidenced in Harvard Rounds by end of Year 3.
Integrate STEM strategies	At least three STEM-related programs of study aligned to high-wage, high-demand careers as determined by Texas Workforce Commission by end of Year 3.
Offer early childhood experiential learning	100% staff trained in experiential learning and using high quality instructional strategies as evidenced in Harvard Rounds by end of Year 3.
Engage in Harvard Instructional Rounds	Rounds conducted two/times per year with at least 50% of participants from external roles and at least 30% of participants representing the district's advisory committee members by end of Year 3.
Offer Pathways in Technology Early College High School (P-TECH)	Designated as a distinguished P-TECH program as determined by the Texas College and Career Readiness School Models Outcome-Based Measures by end of Year 3.
Engage in Common Instructional Framework	Fully implemented, as measured by feedback from Harvard Instructional Rounds by end of Year 3.



## CEN Capacity and Professional Development Resources

As the CEN network grows, the CEN team increases in number and capacity. As of summer 2021, staff includes members of the executive leadership team which forms the foundation of the CEN organization. In addition, as this project expands across the state, regional CEN teams will be established to support the CEN work in each of the AgriLife extension districts. Regional CEN teams will work closely with the executive leadership team to understand and consistently support the CEN Model while equally understanding and representing regional relevancies.

The initial expansion of staff will focus on expanding the instructional support team lead by Lupe Singh and adding an additional adult education expert to the CEN leadership team. Planned staffing expansions also include team members to support data collection and dissemination and a position for philanthropic coordination.

A complete playbook has been developed to clearly articulate the model, planned actions, implementation process, and intended outcomes to codify the CEN Model. Additionally, a Year 1 professional development event is provided by CEN associates. This onboarding event provides school district staff with an understanding of the research behind the model, to better support implementation. As part of the Rural HOPE Project, CEN will develop resource guidebooks for districts to utilize they implement the CEN Model.

## CEN and Local Higher Education Partnerships

Public community colleges serve a vital role in our state's economy by developing our workforce and preparing students for further academic study and meeting regional needs.

As of Summer 2021, the CEN network includes the original two-year higher education partners, Western Texas College and Texas State Technical College. Additionally, the district has added four-year university partnerships with West Texas A&M University and Angelo State University and system partnerships with Texas A&M AgriLife Extension, 4-H, and the Texas Tech T-STEM Center.

Also as of summer 2021, the six CEN network districts in the High Plains/Northwest regions have access to nine community colleges ranging from Borger to Midland, and the upper east region has access to seven colleges. <https://tacc.org/tacc/texas-community-colleges>  
<https://comptroller.texas.gov/economy/economic-data/colleges/texas.php>



As the CEN P-20 System Model expands into all 12 Texas AgriLife Extensions, networked schools will have access to regional community colleges and public four-year universities.

<https://agecoext.tamu.edu/texas-am-agrilife-extension-service-districts/>

[https://en.wikipedia.org/wiki/Texas\\_A%26M\\_University\\_System](https://en.wikipedia.org/wiki/Texas_A%26M_University_System)

As detailed in the following table, the IHE partnerships with CEN districts is broad and ever expanding.

AgriLife Region	CEN District (*future)	Community College Partner	University Partner
1	Sunray	Amarillo College, Frank Philips College	WTAMU, TTU
2	Floydada	South Plains College	WTAMU, TTU
3	Throckmorton	Cisco College	WTAMU, TTU
4	Cumby	Paris Junior College	Texas A&M Commerce, WTAMU, TTU
5	Spurger*		WTAMU, TTU
6	Venus*		WTAMU, TTU
7	Roscoe Hamlin	Western Texas College, TSTC, Cisco	WTAMU, TTU, ASU
8	Iraan-Sheffield	Midland College	WTAMU, TTU
9	Pending	Pending	Pending
10	Bellville*		WTAMU, TTU
11	Lytle	St. Phillip's College	WTAMU, TTU
12	Freer*		WTAMU, TTU

### CEN Collaborates with Statewide Programs

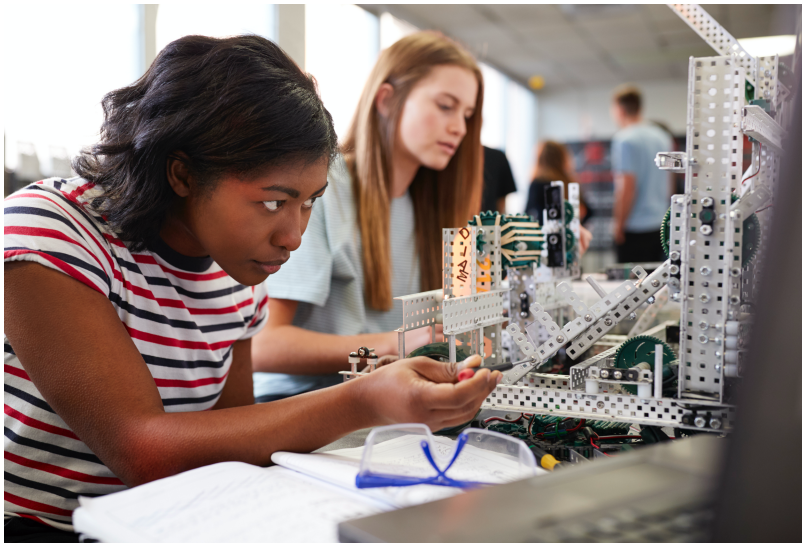
The CEN model collaborates with statewide programs and incorporates the program elements in order to achieve the intended goals of Model implementation.

**Pathways in Technology Early College High Schools (P-TECH):** The P-TECH program provides wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, and others) to strengthen the academic and technical skills necessary for high school and college readiness. In addition, CEN provides educational, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences. Under the P-TECH model, students may remain in a secondary environment for up to two years to earn postsecondary credentials. In a more traditional model, students remain in a school district to earn Level 1 or 2 certificates or associate degrees. Since the associate degree is an expectation before graduation under the CEN Model, students in P-TECH programs may remain enrolled in the district to complete a baccalaureate degree with

little to no student debt while staying in a very supportive environment that is critical for success of poor students. All CEN districts commit to pursuing a wall-to-wall P-TECH model.

***Rural Student Success Initiative (RSSI):*** RSSI is a statewide Texas A&M AgriLife program designed to increase post-secondary degrees and attainment in rural schools across the state. RSSI aligns directly with the work of CEN. Dr. Maria Lunes-Torres, the statewide director of RSSI, is a member of the CEN Leadership Team and works closely with CEN staff to identify districts with the most capacity to achieve model status in each of the Texas A&M AgriLife districts. Through collaboration, RSSI districts can elect to be identified as a CEN Model district and commit to expanding the RSSI work into the full CEN Model.

***Texas A&M AgriLife Extension:*** As a vast network of educators supporting agricultural education in the state of Texas, over 250 AgriLife offices and 900 educators support education and economic development initiatives in the state. The CEN Model partners with AgriLife 4-H to provide a substantive platform for age-appropriate student research. As a vital portion of the CEN Model, student research is required in the model to stimulate lifelong learning, collaboration, communication, and critical thinking skills, and reduce the fear of rural students in pursuing postsecondary credentials including graduate level degrees which require a significant research component.



***The CEN Model is Built for Sustainability:*** A challenge in any local education system is the potential for leadership change in team members of the team of eight (superintendent and board of trustees). With the CEN Model, long-term and consistent leadership in the steady pursuit of a common and worthy end goal is critical, as it is with any systemic change.

CEN supports the development of Lone Star Governance (LSG) in rural district to compensate for the potential leadership turnover. With a trained LSG coach as part of the leadership team, districts adopt board policies to support continuity even if turnover occurs. LSG principles focus solely on student outcomes, require pre-election board training, and subscribes to a theory of action designed to improve student outcomes for all students.

In addition to work with district leadership, the CEN Model is dependent on community engagement and intentional long-term relationships designed to support economic development for the community. Through education foundations, Edu-business partnerships with community leaders, and strong stakeholder engagement, the CEN Model extends beyond the school walls and infiltrates the community in which the model operates.

CEN and network districts engage in strategic partnerships with business and industry partners and institutes of higher learning. These are formally articulated in writing and clearly define various careers, outcomes, and long-range goals.

***CEN is a Statewide Model:*** As a P-20 System Model for 21<sup>st</sup> Century School Transformation in Texas and the United States, the CEN Network is committed to supporting the evolution of schools from the 20<sup>th</sup> Century concept of an independent school district into a systems model approach.

This systemic approach enables CEN to provide networked schools with the supports necessary to engage in a much more globally competitive education and workforce environment than students heretofore have experienced upon graduation from high school. With CEN Network ISDs currently in eight Texas A&M AgriLife districts, and future partners identified in the remaining four districts, the ability to establish strong CEN P-20 System Model exemplars in every region of the state is within reach with appropriate funding and expanded partnerships.



***CEN Combines Public and Private Resources to Support District Implementation:***

As a designated Technical Assistance Provider (TAP) for TEA, CEN has been approved to provide support to districts desiring to engage in school action to redesign their district under the P-20 System Model. School Action Fund (SAF) grants specifically

support districts and campuses with low performance related to student outcomes which are committed to providing significant and substantial redesign efforts. Additionally, CEN is collaborating with TEA to design a new model under the Texas COVID Learning Acceleration Support (TCLAS) program, using federal money to support the system-wide change to improve student outcomes. As a TAP specializing in the rural arena, CEN is uniquely positioned to offer relevant and quality support for rural districts across the state.

## Team Capacity and Expertise

**A key characteristic of the CEN Executive Leadership Team is the quantity and quality of rural-related education experience.** The rural education sector is faced with different opportunities and challenges than suburban and urban districts. The deep understanding of the rural sector is a differentiating factor for the success of CEN and the capacity of the team to support the statewide rural education and economic development inherent to the P-20 System Model.

### *CEN Executive Leadership Team:*

#### **Kim Alexander, Chief Executive Officer (CEO)**

The Chief Executive Officer (CEO) is the organizational position that is primarily responsible for carrying out the vision, strategic plans and policies as approved by the Board of Trustees. The CEO reports directly to the Board of Trustees. Dr. Kim Alexander grew up on a farm near Roscoe, Texas and has farmed and ranched in that area since graduation from college in 1976. The Roscoe Independent School District employed him in 1988, where he served as superintendent from 2003 to 2019. Since 2019, he has served as CEO of Collegiate Edu-Nation.

#### **Rachael McClain, Chief of Staff (COS)**

The Chief of Staff (COS) is primarily responsible for day-to-day logistics. In addition, the COS facilitates meetings and events, curates information and documents, and serves as liaison and interface between and among CEN staff, CEN Network schools and CEN funding partners in alignment with the organization's strategic plan. Dr. McClain has worked in a rural Texas ISD as the Chief Academic Officer supporting instructional design, monitoring attainment of student outcomes, securing grants for program initiatives, creating professional development programs, and coaching principals as academic leaders. Rachael has worked most recently with innovative programs to support school improvement to provide educational environments for all students to succeed. These innovative programs include launching P-TECH and T-STEM school models and creating charter partnerships to restart an academically failing campus.

#### **Nina Jones, Chief Financial Officer (CFO)**

Chief Financial Officer (CFO) provides financial planning, monitoring, managing, and reporting activities for the organization's CEO, COO, and





Board of Trustees. The CFO maintains general and 501c3 ledger accounts, including TEA, networked school accounts, philanthropies, grants, and contracts. The CFO provides frequent financial reports and monitors critical issues. In addition, the CFO supports the COO and COS in assurance of financial regulatory and contractual compliance requirements. Ms. Jones is a Certified Public Accountant and is the President/CEO of Nina Jones CPA PLLC. Her firm's mission is to outsource Chief Financial Officer (CFO) functions to small business (for profit & nonprofit). Her list of clients she serves ranges from entertainment, sports and nonprofit industries and has been in the accounting industry for over 30 years.

### **Marsha Alexander, Chief Operations Officer (COO)**

The Chief Operations Officer (COO) is primarily responsible for oversight to carry out the logistical plans approved by the Board of Trustees. The COO reports directly to the Board of Trustees. The COO has a logistical knowledge of all the systems and practices across the organization and provides timely information to the executive leadership team to facilitate efficient decision making. Ms. Alexander began her education career at Roscoe High School as a math and business teacher in January 1981. In 1986, she became the guidance counselor for the district and in 2010 was named as the Dean of Academic Affairs at RCISD. In her role as Dean of Academic Affairs she was the chief liaison between the district and higher education partners, created and implemented degree plans for students, not only for high school completion but also the associates degree, industry recognized certifications and entrance into four-year universities and/or the workforce. In addition, Marsha was over the creation of the master schedule, as and overseeing the implementation of curriculum standards.



### **Nelson Coulter, Chief Organizational Learning Officer (COLO)**

The Chief of Organizational Learning Officer (COLO) assists in long-term strategic planning and administrative activities for the CEO and COO. The COLO organizes, monitors, and prioritizes critical issues and information for the executive, to facilitate efficient decision making. The COLO collaborates with the COO in

budgetary projections and outlay efficiencies. The COLO reports to the CEO and COO. The officer provides leadership development for CEN Network schools (superintendents, principals, and Boards). The COLO is also has the responsibility to recruit, hire, coordinate, and evaluate a team of high-quality leadership coaches and engage with higher education and professional organizations. Dr. Coulter has held campus leadership and district leadership positions across

Texas, with 34 years in the rural education sector. As a current Assistant Professor of Professional Practice at Louisiana State University – Shreveport, Dr. Coulter brings the actual experience of a rural district leader to new and aspiring superintendents .

### **Lupe Singh, Chief Schools Officer (CSO)**

Chief of Schools Officer (CSO) liaisons with networked CEN school administrators to assist in long-term logistics, communications, and operational activities. In addition, the CSO monitors and advises administrators on innovative learning practices, PBL/WBL/KPI-issues, teacher effectiveness, and professional development to facilitate efficient campus decision making. The CSO reports to the CEO and COO and provides timely evidence-based information to the executive leadership team to facilitate efficient decision making. Ms. Singh is a former small rural school superintendent but has worked and lived in western Texas for 30 years. She brings a unique perspective to the CEN districts with a deep understanding of supporting instructional design in a rural setting.

Functions include—

- Coordinate the provision of on-site instructional coaching for CEN network schools following stipulated requirements as a TEA designated Technical Assistance Provider
- Assist network schools in implementing a Common Instructional Framework with fidelity
- Serve as instructional liaison with Network school administrators (the coordination of activities with campuses/districts)
- Guide campus leaders in data collection and analysis toward optimal learning outcomes
- Provide campus-level instructional professional development
- Recruit, hire, coordinate, and evaluate a team of high-quality instructional coaches
- Provide support to Network schools in building out programs of study

### **Greg Wortham, Chief Partnerships Officer (CPO)**

The Chief Partnership Officer (CPO) is responsible for planning, developing, implementing, and monitoring the overall business partnering strategies. The CPO reports to the CEO and COO. In addition, the CPO provides timely information to the CEN Leadership Team and to network ISDs to facilitate efficient decision-making regarding partnership development and sustainability. Mr. Wortham is a licensed attorney with deep ties to the rural Texas industry. He has practiced across the United States but has returned to west Texas to support development of renewable energy development.



Functions Include—

- Serve as a resource to ISDs as they forge and negotiate partnerships with businesses and non-governmental organizations
- Provide expertise in messaging, branding, and marketing activities directly relevant to CEN's work
- Provide guidance and counsel regarding policy-making and political processes that relate to the work of CEN
- Support development of community partnerships with network ISDs
- Advocate for CEN with policy makers, regulatory agencies, and community leaders

**Darrell Dromgoole, Chief Community Development Officer (CCDO)**

Chief of Community Development Officer assists in long-term strategic community planning, administrative, and operational activities for its CEO and COO. In addition, the CCDO collaborates with Texas A&M AgriLife Extension and organizational personnel to identify and address rural needs. The CCDO reports to the CEO and COO and provides timely evidence-based information to the executive leadership team to facilitate efficient decision making. Dr. Dromgoole had a 38-year career with the Texas A&M AgriLife Extension Service and has worked extensively in rural education and economic development with Texas A&M across the state.

Functions Include—

- Coordinate with the CPO to facilitate the development of community partnerships with network ISDs
- Serve as liaison with Texas A&M AgriLife
- Liaison with community-based leaders to support problem-based student-directed research
- Assist in funding procurement processes on behalf of CEN
- Engage and collaborate with non-governmental entities
- Engage in professional association outreach efforts to enhance impact across the CEN network

Planned additions to executive staff with additional infrastructure funding support will include:





The **Director of Adult Education (DAE)** works directly with and reports to COO/COS in the support for the continuation of adult education services for students in years 13-20 of the P-20 model as these students pursue baccalaureate and advanced degrees under the CEN Model.

The **Director of Development (DOD)** works directly with and reports to the COS in leading and coordinating fundraising efforts across all funding sources.

The **Director of Data and Analytics (DODA)** works directly with and reports to the COO to collect, analyze, disseminate, and publish data directly related to network schools and CEN's work.

The **CEN Board of Directors** provides a strong representation and diverse array of expertise to guide and support the work of the CEN team and organization. You may access the board members and their bios may be accessed at <https://edu-nation.org/who-we-are/>.

## **CEN Rural HOPE Project Budget and Opportunities to Support**

Beginning in the summer of 2021 through year ending 2023, CEN will pursue philanthropic support and public funding sources to raise an estimated five-year operational budget need of \$15.5 M and additional \$1M for operating capital reserves. A detailed breakdown of CEN's projected expenses and revenue is available for potential funding and investment partners considering support levels for CEN's Rural HOPE Project.

CEN Network districts have multiple options for sustainable funding sources following the three-year planning and implementation period. Sustainability also is predicated on the continuing costs of model continuation.

We must address the crisis facing rural Texas. Through partnership opportunities, corporate and philanthropic investors can engage in meaningful outcomes that produce a viable and long-term change for students impacted by generational poverty.

### **Ways to Support and Get Involved**

Funding to expand the Model and continue the work to support rural students across Texas is critical. Specific opportunities for support and involvement are:

**Major Gifts:** Individuals and organizations may provide significant donations when the CEN work aligns with personal and organizational strategic pillars. Regional, state, and national funders have contributed major gifts to the CEN Model to establish a foundation for the work to date.

**Planned Giving:** Options for planned giving by individuals, families, and organizations as the beneficiary of bequests, charitable trusts, endowments, and others may be allocated for support of the CEN Model or specific areas of designated funding.

**Corporate Sponsorships:** Corporate sponsorships are available for organizations desiring to identify and support specific aspects of the CEN Model and intended outcomes.

Donors may also support a specific focus area, either topically or geographically, within the CEN Network to address gaps for students and districts. Specific examples of focus areas for consideration include:

**Broadband Support:** Rural areas have reduced broadband capacity leading to a disparity in adequate Internet access and technology resources. Investment in the needed infrastructure of broadband is a viable need across rural areas in the state.

**Technology Needs and Accessibility:** To support the CEN Model, students need access to technology resources. The blended learning environment and the research-based components are heavily dependent upon the accessibility to robust technology by all students.

**Program of Study Adoption** (in alignment with potential apprenticeships/internships for workforce needs): Businesses and industries recognize the importance of workforce development and a strong pipeline for future, well-trained and well-educated employees. By adopting a specific program for development, businesses and organizations may elect to provide equipment, training, internships, and apprenticeship options for students in CEN network districts.

**Geographical or ISD-Specific Support:** Funding support may be directed to CEN relevant to specific geographic locations, or even targeted specifically to a particular ISD in the CEN Network.

Interested organizations and individuals may attend a CEN informational presentation and model district tour, request an on-site or virtual educational presentation, or invite concept submissions based on aligned initiatives.



## Closing Words – The CEN Impact

Perhaps *THE* most distinctive feature of the CEN Model is its insistence on the concept of *all means ALL!* Thus, all students in CEN network schools receive the benefits of the conceptual aspirations, the process, and the structural applications. Not just isolated subsets of students, not

just unique campuses here and there across a school district, not just pilot initiatives sequestered in isolated classrooms or portable buildings. Students may fall into unserved or underserved categories in too many programs, while some students still receive benefits. In addition, students of color or low economic status can be overshadowed by the accomplishments of peers when student outcomes are viewed holistically. However, the tagline “ALL means ALL” is more than words for CEN. The philosophy drives the work of the model in that the CEN Network and district partners assume that success is only as good as the lowest performing student.

The CEN Model has achieved unprecedented success in supporting students in securing post-secondary degrees and industry-based certifications in small, rural districts. Three hundred district leaders, including teams of superintendents and boards, have visited Roscoe during the last five years. In addition, approximately 25 groups have visited two or more times. In Spring 2019, West Virginia University (WVU) President Gordon Gee chartered two planes to fly himself and his senior leadership team to visit Roscoe. President Gee is learning how the CEN Model can be launched in rural West Virginia and the role the WVU can play. While many of the visitors to Roscoe lead rural Texas districts, educators from across the country are also interested in scaling the model.

In addition to the educational outcomes for students, the CEN Model is a rural economic development model. In coordination with Texas Workforce, CEN works with rural districts to identify workforce needs and provide workforce development to respond to the local community needs. By providing students with access to high-wage, high-demand career training, students will, statistically, have much more earning power over the course of their careers.

CEN’s work is specifically targeted to break the cycle of generational poverty which impacts too many rural families across the state and nation. By providing access to education and training within the community, the CEN Model provides a platform for students to remain in their

communities while gaining skills to be competitive in the marketplace. Finally, CEN works to identify remote opportunities for careers that allow rural students to live and work in an area they love without sacrificing their desired lifestyle and heritage community by having to relocate to urban and suburban areas.

Seven rural schools (and counting) in Texas have signed on with CEN and adopted the P-20 System Model. Those schools, with technical assistance from CEN, are actively involved in implementing both the conceptual elements that underlie the transformational shift in mindset (College/Career-Focus + Educational Attainment + Transformational Educator Development + Exemplary Stewardship) *AND* the supporting structural elements (Early childhood self-directed learning + Common Instructional Framework + Research-based Learning + Degree Attainment + Career Pathways + AVID + Pathways to Early College High School + Harvard Instructional Rounds + Technology Integration) of the P-20 Model. The micro-impacts of a CEN network affiliation can be demonstrated by the results from the first three cohorts of CEN partner districts at various levels of implementation:

### **Roscoe Model**

- First P-TECH cohort with 7 graduates with bachelor's degrees with zero debt and average student age 20. All the cohort graduated with GPAs higher than traditional West Texas A&M students.

### **Cohort 1: Hamlin and Throckmorton**

- Throckmorton CISD – On track for 100% AS degrees in Class of 2022 and increase in industry-based certifications earned from 0% to 67% in 2021.
- Hamlin CISD – Launch of seven programs of study with two Edu-businesses, designated as a P-TECH planning campus, high-quality research program underway for students.

### **Cohort 2: Cumby and Floydada**

- Cumby ISD – 11 programs of study with a planned launch of a coding pathway in 2021-22 with support of TechSmart, a Seattle-based business offering curriculum and apprenticeship options for rural students.
- Floydada CISD – Planning year for P-TECH with two programs of study and an additional Perkins Reserve application for a renewable energy partnership with RCISD.

### **Cohort 3: Lytle and Sunray**

- Lytle ISD – Designation as a P-TECH planning district with an identified priority of creating pathways for all students to earn AA/AS/AAS degrees, commitment to AVID to integrate into current instruction to support all students access to college.

- Sunray ISD – Launch of veterinary and embryology program, teacher academy to support education pathway, and preschool program all launched during the planning year.

### **Cohort 3.5: Iraan-Sheffield**

- Iraan-Sheffield - TEA and CEN will work collaboratively to expand tools to measure the efficacy of implementation of the P-20 CEN System Model to provide robust resources for future districts which opt for a re-design under TEA’s School Action umbrella, designed to support increased outcomes for all students.

With high aspirations and high expectations as the foundation, the conceptual-structural combination of transforming the focal mindset while at the same time commensurately adopting supportive daily disciplines/habits of behavioral change (both organizationally and individually), the CEN Network is already producing measurable upticks in the chosen metrics of success. This singular focus on rural students, rural schools, and rural communities makes CEN unique among the myriad of players in the school improvement arena.

CEN is on its way to establishing 12 Model Districts strategically identified around the state of Texas each to serve as exemplary innovation hubs, aiming for an ultimate impact on 600 rural Texas ISDs by 2036 – providing pathways to regionally-relevant, living wage jobs and *Breaking the Cycle of Generational Poverty*.

We are a growing network of high-performing rural school districts using our defining strengths to tackle our biggest challenges. We are empowering people to build a future with more opportunity, prosperity, and impact. The stakes are high, joining the CEN network will change students’ future and strengthen rural communities.

**Join Us Today – Invest in the Future of Rural Texas**



## **APPENDIX A – RISD Case Study, Proof Point, Spotlight and Outcomes**

### **Collegiate Edu-Nation Grounded in 15 Years of Development**

#### ***RISD pre-2000***

The roots of Collegiate Edu-Nation began in Nolan County, Texas—a county with a total area of 914 square miles and a population density of fewer than 17 people per square mile. Roscoe Independent School District is in Nolan County, with a small portion of the district extending into Fisher, Mitchell, and Scurry counties. Education has been valued as a central part of the culture. However, postsecondary education was generally only available to students with financial means. About 22% of the population lived below the poverty line, including 30% of those under 18. Like many rural Texas communities, Roscoe was getting older and smaller.

#### ***RISD early college***

In August 2008, Roscoe ISD began as an Early College. The Early College program has experienced consistent growth over the past five years. The Fall 2014 Semester began with record enrollment rates in college courses. Completion rates for the Associate Degree have also grown steadily from one student five years ago to 52% of the 2011 graduating class, 58% of the 2012 graduating class, 73% of the 2013 graduating class, and 89% of the Class of 2014. The expectation for the Class of 2015 and beyond was for 90% or greater of each class to complete the blended model Associate Degree through Roscoe High School and Western Texas College.

In 2009 Roscoe High School received the Texas Education Agency’s Early College High School designation, making it the only rural school in Texas to be designated as such. Beginning with an associates degree program assisted with revenue from wind energy, RISD developed a P-20 Program (Preschool to PhD) capability in cooperation with colleges and universities in the area, notably Western Texas College in Snyder and Texas State Technical College and additional partnerships with Texas A&M AgriLife Extension, 4H, and the Texas Tech T-STEM Center.

On October 22, 2012, Roscoe Independent School District officially changed its name to Roscoe Collegiate Independent School District.

In 2015, RCISD was recognized as a District of Innovation, providing the district exemption from certain sections of the TEC that inhibit the district’s goals as outlined in the locally adopted Innovation Plan.

#### ***RCISD/CEN***

Roscoe Collegiate is also now in year seven as a STEM Academy. The purpose of STEM, an acronym for science, technology, engineering, and math, is to develop students who demonstrate high aptitude levels in high demand fields. The curriculum empowers them to pursue the abundance of careers in STEM fields. The curriculum empowers them to pursue the abundance of careers in STEM fields—career fields that have been identified as having acute shortages of qualified applicants. We received assistance from a STEM Advisory Committee of more than 50 members from the broad communities. After receiving voter approval in May 2013 to construct a \$3.5 million STEM Research Center, the most effective design was chosen to enable the Research Center to complement the E-ON Center for Innovation and Higher Education and the Collegiate Wellness Center. These facilities provide the real-world relevance deemed necessary for successfully demanding the rigor needed for college and career readiness.

#### ***Move to P-TECH***

As a member of the Texas High Performance Schools Consortium, RCISD continues developing a multiple-measure accountability system. Two aspects of that system for Roscoe include student-developed research presentations and evidence-based electronic portfolios. The STEM Research Program has become the basis for student-led research, data collection and analysis, and research poster development and presentation. We have developed a lesson cycle for a research-based institution. All



students in grades 3-11 conduct 4H-based research projects, culminating with a yearlong, career-path relevant, capstone research project in grade 12. The purpose of the capstone research project is to create additional scholarship opportunities for students seeking financial assistance with the completion of undergraduate and graduate college degrees. This Model also includes student apprenticeship experiences consisting of both intern and extern opportunities in grades 10-12, leading to business and industry-recognized endorsements, symbolic of workforce readiness.

### **Roscoe Collegiate ISD/Collegiate Edu-Nation Case Study**

As a STEM Academy, Roscoe Collegiate's curriculum empowers students to pursue the abundance of careers in STEM fields—career fields that have been identified as having acute shortages of qualified applicants. Roscoe ISD received assistance from a STEM Advisory Committee of more than 50 members from the broad communities. After receiving voter approval in May 2013 to construct a \$3.5 million STEM Research Center, the most effective design was chosen to enable the Research Center to complement the E-ON Center for Innovation and Higher Education and the Collegiate Wellness Center. These facilities provide the real-world relevance deemed necessary for successfully demanding the rigor needed for college and career readiness.

As a member of the Texas High Performance Schools Consortium, Roscoe Collegiate continues developing a multiple-measure accountability system. Two aspects of that system for Roscoe include student-developed research presentations and evidence-based electronic portfolios. The STEM Research Program has become the basis for student-led research, data collection and analysis, and research poster development and presentation. We have developed a lesson cycle for a research-based institution. All students in grades 3-11 conduct 4H-based research projects, culminating with a yearlong, career-path relevant, capstone research project in grade 12. The purpose of the capstone research project is to create additional scholarship opportunities for students seeking financial assistance with the completion of undergraduate and graduate college degrees. By the fall of 2015, this Model will also include student apprenticeship experiences consisting of both intern and extern opportunities in grades 10-12, leading to business and industry-recognized endorsements, symbolic of workforce readiness.

During the developmental phase of The Roscoe Collegiate Model, the district has evolved away from the 20<sup>th</sup> Century concept of an Independent School District into more of a System Model approach. Currently, Roscoe Collegiate System members include the original two-year higher education partners, Western Texas College (WTC) and Texas State Technical College (TSTC), and the original parent organization for Early College and T-STEM, Educate Texas. Additionally, the district now has a direct four-year university partnership with Angelo State University, indirect partnerships through WTC with Texas A&M University and Texas Tech University, and system partnerships with Texas A&M AgriLife Extension, 4H, and the Texas Tech T-STEM Center. Current business partnerships include Collegiate Chiropractic and Wellness Center, Equine Sports Medicine and Surgery, Ludlum Measurements, and Nike, with other relationships in the developmental phase. This Systemic Model approach enables CEN network districts to provide students with the resources necessary to engage in a much more globally competitive educational and workforce environment than students heretofore have experienced upon graduation from high school. It is the goal of Educate Texas at the state level and Jobs for the Future at the national level for CEN to become a model that can be replicated by other schools in Texas and the United States interested in 21<sup>st</sup> Century School Transformation.

### **Spotlight on the economic impact of an Edu-Business**

Roscoe Edu Vet Animal Hospital – established in August 2017 – and Bovine Reproductive Services are business' run and housed in the Roscoe Collegiate's STEM Research Center. EduVet Animal Hospital started with the school leadership and a veterinarian coming together and forming an agreement to help teach students. At the same time, students earn certifications and the community has a prosperous

animal hospital.

The pet veterinary clinic opened in August 2017 with the original veterinarian overseeing the operation and an associate veterinarian running the small animal clinic with a receptionist and Certified Veterinary Technician (CVT). Initially 2-3 students earned hours toward the Certified Veterinary Assistant level 1 (CVA1). The associate stayed for 2 years and had a successful startup for the small animal clinic. During her tenure there were 13 students who acquired CVA 1, while five others that started but did not complete certification. At the time of her departure, 2 new associate veterinarians began in the small animal hospital and started up the large animal division of EduVet Roscoe. A new Certified Veterinary Technician was hired to serve with 2 veterinarians. Over the last two years, 16 more RCHS students have started the requirements in the vet clinic for the CVA1. Of these students 8 have earned their CVA1 certification, with 4 added as of June 9, 2021, and 3 more are finishing up skills hours training requirements. The other 5 are actively completing hours toward the total 300 in-clinic hours.

Throughout the program's lifespan students have been rewarded with paid internships. Therefore, when a student has completed the CVA1 they can apply for a paid internship with the clinic. The stipend helps the student earn a level 2 certification. Currently there are 4 students who have obtained CVA level 2 advanced certification.

Bovine reproduction is currently run by an embryologist, a cow side technician, and lab technician/receptionist. EduVet Roscoe is also completing operational status for a full-service embryology lab, and Roscoe EduVet is currently working with university professionals to develop a Texas certification for Bovine Reproduction Technician that Roscoe Collegiate students and other Texas technician trainees could earn. Roscoe Collegiate Edu-Vet has two specialized in vitro fertilization (IVF) veterinary professionals and a University of North Dakota PhD candidate in Roscoe dedicated to the development of the Bovine Reproduction Technician industry certification and launching of the IVF lab at Roscoe EduVet that will be open to public ranch clients and other commercial clients by **January 2022**.

Roscoe EduVet hosted the incoming new lead veterinarian for the first franchise location of an EduVet expansion via Collegiate Edu-Nation to open in 2021 at Sunray Collegiate ISD in Sunray, Texas in the heart of the Texas/New Mexico/Oklahoma/Kansas dairy region. There will be substantial large animal veterinary services needs for food animals via the EduVet Sunray location. As a franchise location for EduVet Roscoe in Sunray, Roscoe will receive financial benefits from the EduVet expansion. At least one Collegiate Edu Nation prospect location in South Texas is also considering launching an Edu Vet franchise operation. This model is an example of the power of collaboration across the CEN districts, with knowledge and expertise being shared within the network to expand rural student opportunities and teacher/staff development with additional revenue stream opportunities for districts.

<b><i>Roscoe Collegiate ISD Current to Date Outcomes</i></b>	
Students graduating with associates degrees	<b>194</b>
Students earning industry certifications for High Wage, High Demand careers	<b>264</b>
Students earning baccalaureate degrees	<b>73</b>
Students completed graduate degrees	<b>24</b>
A-F accountability ratings in 2019 (State accountability paused in 2020 & 2021 due to natural disaster)	<b>B</b>
Increase in enrollment since implementation	<b>358</b>



## APPENDIX B – The CEN ©Evolution

Prior to COVID, only 13% of the rural students graduating from high school were considered competitive in high-wage, high-demand careers. Post COVID, Impact Texas estimates that number is now in the single digits.

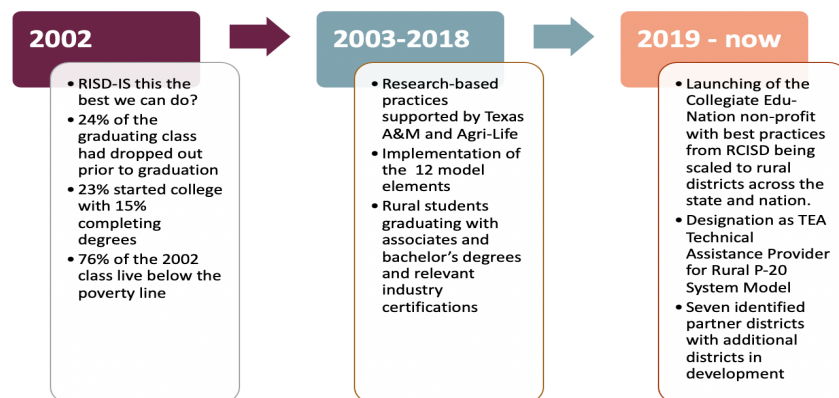
Coupling this statistic with the knowledge that over 1000 people are moving to Texas each day with 90% of those being

identified as low socioeconomic and the looming workforce need of 99% of all jobs in the future requiring postsecondary education and training, rural Texas is facing a crisis. With \$111 billion in lost potential wages from the most recent cohort of students tracked four years after graduation, the greatest loss facing Texas and rural communities across the country is the loss of the human capital. Without a significant change in the way education is being delivered to rural students, the gap between skilled workforce needs and educated and trained employees will continue to expand. This now statewide disconnect was seen in the microenvironment of Roscoe, Texas over 15 years ago.

On May 17, 2002, the graduating class walked across the Roscoe, Texas stage to receive their high school diploma. Twenty-four percent of their classmates had dropped out before their senior year. It was a happy day for the seniors and their parents and friends, but in reflection, it was perhaps the end of their best days and the beginning of life's challenges. The 2000s contained two recessions. The first occurred from 2001 to 2003, and the second began in December 2007. A major downturn in the value of dot-com shares, with occasional exceptions. The Internet continued to grow as a business, but the Internet and good jobs were scarce in rural Texas. The decade was tough for rural Texans. Today, 76% of the classmates live below the poverty line. Twenty-three percent began college, and only 15 % completed their degrees. In the summer of 2002, the RISD board and administrators asked, "Is this the best we can do?"

The CEN Rural P-20 System Model had its genesis in 2002, with the Roscoe Board of Trustees reviewing trends and practices and asking, "***Is this the best we can do?***" The answer was, "***No, we can do better.***" Roscoe Independent School District (RISD) was a small and getting-smaller school district 15 years ago. Eighteen years later, CEN, a non-profit, strives to scale the Roscoe transformation and is still an evolving Model.

To engage in a revolutionary process to re-invent educational outcomes, the leaders of RCISD committed to the mission to transform public education for ALL students, especially for those in small, rural schools, to provide affordable access to college, career-ready preparation leading to higher education and industry-recognized certifications and to serve as a state and national resource for such efforts." District leaders unequivocally believed that the health and wellbeing of Texas were dependent on a thriving rural America. An exceptionally educated and highly skilled rural workforce is the surest path to that prosperity. From the drive of RCISD leadership, the CEN organization was launched. Founded in early



2019 as a response to the need to continue a broader scale the innovative work of Roscoe Collegiate Independent School District, Collegiate Edu-Nation is a 501(c)3 non-profit organization dedicated to educational attainment for all. CEN provides technical assistance to school districts that enter the CEN network of schools that adopt and adapt—via community input and support—the P-20 System Model for Rural School Transformation/Rural Student Success.

CEN envisions breaking the cycle of generational poverty by fostering high aspirations and expectations for college and career success among rural students, their families, and their communities. Providing affordable educational access leads concurrently to 90% of students earning high school diplomas, associate degrees, industry certificates, 80% earning bachelor's degrees, and 70% of that group earning postgraduate degrees and certifications. The P-20 Model transforms educational best practices and advances rural school research through impactful professional development.

CEN supports a P-20 System Model, where the end goal is not high school graduation, or even college graduation but rather a lifetime of learning, problem-solving, and community contribution. That means the starting point cannot be 9th grade; CEN districts strive to provide a rigorous and relevant education that starts the first day students enter a Pre-K classroom and continues until they graduate with degrees and/or attain industry-recognized certifications. Finally, of course, employability with high-wage, high-demand careers is the ultimate goal.

The P-20 System Model was developed and tested for efficacy in RCISD to answer to the trends in student outcomes and the leaderships' reflection on the best options to offer for students in a competitive workforce. The school continues to serve as the innovation hub and a demonstration site for schools choosing to join the CEN Network. By early 2021, the CEN Model comprised a series of 11 innovations and interventions packaged to result in the high attainment of students in network schools. While RCISD continues to innovate and adds to the model as an incubation site for best practices with research-based outcomes, network schools adopt and adapt these innovations to meet the needs of their individual communities and students—all with technical assistance, training, and mentoring of CEN staff.

In 2018 Hamlin ISD and Throckmorton ISD became the initial cohort of districts replicating the P-20 System Model with the support of CEN. Cohort 2 districts, Floydada Collegiate ISD and Cumby ISD, entered planning years in 2019 with the help of CEN. Cohort 3 districts, Lytle ISD and Sunray ISD, are entering into a planning year in 2021-22. The current network of eight schools serves approximately 5,000 students in 2021. CEN plans to add 1-2 other schools in 2022 and 3-4 schools in 2023—achieving at least one demonstration center in each of the 12 Texas A&M AgriLife Extension districts. The Rural HOPE Project's goal is to establish strong regional Models to provide a firm foundation to expand to districts across each of the AgriLife regions to support the TX2036 initiative.

## APPENDIX C – CEN Metrics and Assessments

Performance Goal	Intent	Metric
<b>PG1:</b>  <b>Stakeholder Aspirations and Expectations</b>	Create a culture of high aspirations and expectations among students, families, and communities for college and career success, especially in STEM-based workforce shortage areas critical to solving global challenges. Student research on community-based problems, community-based internships, and entrepreneurial activities/ opportunities lead to lifelong learning and community economic development—all with a focus on college and career success.	Tracked and measured through an annual evaluation conducted by the ISDs and their Boards of Trustees via a facilitated process with CEN team members.
<b>PG2:</b>  <b>Post-Secondary Student Outcomes</b>	Provide affordable access to a relevant, rigorous education with continuing supports that leads to <ul style="list-style-type: none"> <li>• 90% of students concurrently earning high school diplomas and associate degrees and industry-related certifications</li> <li>• 80% proceeding to earn a bachelor's degree</li> <li>• 70% attaining postgraduate degrees and certifications</li> </ul> CEN assists network schools in defining community core values and better understanding social forces. The intent is to clarify vision, mission, and timelines while increasing access, engagement, and workforce/career readiness needs.	Tracked and measured through college, career, and military readiness data reported annually by TEA and annual reports from the Higher Education Clearinghouse.
<b>PG3:</b>  <b>District Innovation</b>	Facilitate shared innovation to transform and extend educational best practices, advance rural school research, and promote P-20 faculty preparation, reward, and professional development. CEN assists network schools in efforts to retain, develop, and recruit highly effective educators by providing a system for educator improvement that continually improves student learning outcomes.	Tracked and measured through a Fidelity of Implementation Tracker (FIT) developed in coordination with the Texas Education Agency.

CEN utilizes 10 Performance Measures (PM) that support the CEN theory of change and quantitatively monitors progress towards the overall goals for a CEN district.

PM 1 and PM 2 focus on students' reading and math scores throughout their career, PM 3 focuses on associate degree attainment, PM 4 is the state report card grade, PMs 5 and 6 address completion of a workforce experience and achievement of an industry-based certification, and PMs 7 – 9 address the ability of students to design, complete, and present locally relevant research. These data are managed through a robust data management system that tracks causal inference and continuous improvement opportunities longitudinally. PM10 is an annual district diagnostic to support the model's integrity and measures the fidelity of implementation for the district.

## CEN Targeted Performance Indicators for Partner Districts

Primary Performance Goal 2: Improve long term post-secondary outcomes for students					
	Annual Targets				
Performance Measures	Y1	Y2	Y3	Y4	Y5 and beyond
<b>Standardized Assessments</b>					
% of students in grades 1-12 earning RIT score at/above growth in reading	70%	75%	80%	85%	90%
% of students in grades 1-12 earning RIT score at/above growth in math	70%	75%	80%	85%	90%
State district report A-F rating			B	A	A
<b>Postsecondary Outcomes</b>					
% of students in grade 12 graduating with an AS/AA/AAS degree				80%	90%
% of students pursuing bachelor's degree					80%
% of students earning a high wage, high demand industry certification				70%	80%
<b>Additional CEN Benchmarks</b>					
% of grade 10-12 students with workforce experience			80%	85%	90%
% of students in grades 3-12 planning and conducting an approved PBL research project		75%	75%	80%	90%
% of students in grades 3-12 students communicating results through posters, presentations, and manuscripts		75%	75%	80%	90%
Annual district diagnostic assessment/FIT	Continuous growth across indicators; specific goals set by CEN and district				

## Tracked Annual Indicators – CEN Current Performance Indicators and Enrollment

Academic Benchmarks					
Academic Performance Indicators are based on information/data collected annually by the Texas Education Agency					
	A-F Score	Student Academic Achievement	School Progress	Closing the Gaps	HS Graduation Rate
Roscoe	B	A	A	C	100
Hamlin	B	B	B	C	90
Throckmorton	C	C	B	C	100
Floydada	B	B	A	B	100
Cumby	B	B	A	C	90

CEN Network District Enrollment and Demographics (TAPR Data)									
	Total Enrollment	Low SES	Special Education	EL	Hispanic	White	African American	Two or More Races	Other
Roscoe	641	282	60	58	337	283	9	12	0
Hamlin (Cohort 1)	443	304	51	24	191	205	20	23	4
Throckmorton (Cohort 1)	145	105	6	0	15	129	2	0	0
Floydada (Cohort 2)	705	546	60	58	582	90	27	5	1
Cumby (Cohort 2)	394	229	63	17	50	320	3	14	7
Sunray (Cohort 3)	559	231	69	83	326	223	2	4	4
Lytle (Cohort 3)	1779	1329	164	245	1461	287	13	10	8
<b>Total</b>	<b>4657</b>	<b>2996</b>	<b>480</b>	<b>483</b>	<b>2962</b>	<b>1537</b>	<b>73</b>	<b>61</b>	<b>24</b>

CEN Network District Enrollment and Demographics (District EOY Enrollment)							
	Total Enrollment	P-8 Enrollment	9-12 Enrollment	Total Students Earning College Credit	Total Students' College Credit Hours	Industry Certifications	Associates Degrees
Roscoe	641	514	127	120	1547	17	19
Hamlin (Cohort 1)	443	321	122	59	370	0	0
Throckmorton (Cohort 1)	159	117	42	36	277	8	2
Floydada (Cohort 2)	705	532	173	36	336	13	0
Cumby (Cohort 2)	394	262	132	47	513	23	1
<b>Total</b>	<b>2316</b>	<b>1737</b>	<b>579</b>	<b>298</b>	<b>3043</b>	<b>91</b>	<b>23</b>

### Tracked Annual Indicators – Current Impacts of a Highly Skilled and Abundant Workforce

<i><b>Class of 2018</b></i>	Graduates	Average Weekly Salary of HS Graduates *	Number of Graduates with AA/AS/AAS	Average Weekly Salary of AA/AS/AAS degree holders*	Number of Graduates with bachelor's degree	Number of Students Graduates currently enrolled in degree program	Average Weekly Salary of baccalaureate degree holders*	Total CCMR HB3 Bonus Dollars Lost
Roscoe	27	\$746	22	\$887	2	20	\$1248	\$66,000
Hamlin (Cohort 1)	25	\$746	0	\$887	0	11	\$1248	\$80,000
Throckmorton (Cohort 1)	9	\$746	0	\$887	0	4	\$1248	\$43,000
Floydada (Cohort 2)	36	\$746	0	\$887	0	No NCH data	\$1248	\$150,000
Cumby (Cohort 2)	37	\$746	0	\$887	0	No NCH data	\$1248	\$43,000
Sunray (Cohort 3)	45	\$746	0	\$887	0	No NCH data	\$1248	\$105,000
Lytle (Cohort 3)	104	\$746	0	\$887	0	No NCH data	\$1248	\$538,000
<b>Total</b>	<b>283</b>	<b>\$746</b>	<b>22</b>	<b>\$887</b>	<b>2</b>	<b>35</b>	<b>\$1248</b>	<b>\$1,025,000</b>

\*U.S. Bureau of Labor Statistics, May 2020

With the current CEN districts in multiple years of implementation, the growth impact is evident based on average lifetime earnings if graduates only earned a high school diploma as compared to the actual student outcomes for a CEN district. The final column in the chart above summarizes the loss of funding for each district based upon the current 8th grade cohort completion of CCMR bonus outcomes as outlined by HB3.



## APPENDIX D – CEN Alignment of Priority Actions and Core Beliefs

CEN Core Beliefs	CEN Rural HOPE Project Priority Actions
<p><b><i>Rural communities nurture big dreams by applying innovation.</i></b></p> <p><b><i>Students from rural communities should have every opportunity to access challenging career paths and achieve high postsecondary success levels.</i></b></p>	<p>Identify and establish 12 regional model districts across the state to create the foundation for the CEN scaling model to serve as incubation spaces (and eventual regional 'hubs') for the replication of best practices to establish pathways for all students to earn post-secondary degrees leading to a high-wage, high-demand, regionally relevant careers. The CEN Model incorporates the use of trained success coaches who work to remove barriers needed for student success. The CEN P-20 Model fills a critical service gap that can most clearly be seen in the significant drop in percentages of students who intend to go to college in middle school versus the actual number who attend after graduation. According to research from a longitudinal EAB study, 100% of middle school students in the study indicated they intended to attain a college degree; however, six years after high school graduation, only 24% had completed a postsecondary degree. The study identified many barriers to college-going for students: college skepticism, financial barriers, limited adult guidance, hidden costs, inadequate academic rigor, poor fit college, and family economic instability. The CEN Model addresses all of these barriers through a P-20 college-going culture that provides high-levels of academic rigor with strong guidance for students to access college and matriculate successfully through college. The P-TECH model allows students to access college degrees with minimal to no cost.</p>
<p><b><i>Rural schools are stronger through collaboration and networking.</i></b></p>	<p>Create regional hubs in each of the 12 Model districts to support collective actions of professional development, equipment scaling, and professional learning communities to strongly support student operated Edu-businesses based upon workforce data, programs of study, and community development needs. Regional hubs will allow for the CEN districts to support the establishment of Edu-businesses in rural areas to provide authentic learning opportunities for students while earning a living wage. Additionally, the priority goal of rural students achieving post-secondary degrees and credentials with no to minimal debt for families creates an educated workforce in rural communities to break the cycle of generational poverty in rural communities across the state. The work of the regional hubs will lead to a state-level collective action of authentic internships and apprenticeship options for rural students.</p>
<p><b><i>Optimal student learning is always predicated on optimal educator learning.</i></b></p>	<p>Provide transformational professional development and leadership support to implement STEM instructional models which focuses on problem-based/project-based processes from PK through high school. Students engaged in high-quality math instruction embedded into the STEM framework develop a deeper understanding of foundational math concepts leading to processing and application abilities of more abstract math concepts. The 12 district models will serve as best practice lab sites for districts to observe and replicate instruction and outcomes. In CEN Districts measurement of student understanding goes beyond standardized testing. National normed assessments are used to track student growth while students are immersed in high-quality learning environments designed to support ALL students, but specifically low-income students.</p>
<p><b><i>The best teachers in America should mentor rural students.</i></b></p>	<p>Establish a model district certification program for current CEN districts to monitor efficacy of model implementation and establish standards for districts to achieve an exemplar model status for replication model. This work is designed to support secondary students in aligned programs of study resulting in associates degrees and high-wage, high-demand post-secondary certifications. Through the P-TECH framework and intentional support built into the P-20 System Model, students can continue their post-secondary education to bachelor's and graduate degrees with minimal debt.</p>

## **APPENDIX E – CEN’s Multi-Year Planning Stages and District Relationship Engagement**

### **Typical Pre-planning Activities:**

- District leadership presentation
- Board presentation
- Pre-planning district assessment to determine current programs and facilities
- Engagement in CEN virtual leadership and learning activities
- Model district site visits (by staff, community members, board members, students)
- Potential funding alignments and budget analysis

### **Typical Planning Year (year 1) Activities:**

- District conducts self-assessment and custom support plan designed with CEN Team and District Staff
- Establishment of Common Instructional Framework with aligned staff support
- Fidelity of Implementation tool created with SMART goals and benchmarks defined to monitor activities
- Leadership training program launched including virtual and in-person support options (including board training under the Lone Star Governance model)
- Data analysis of current student outcomes performed
- P-TECH Model support and development
- Support to establish internships and apprenticeship programs within the district with local community partners
- Incorporation in a community-based accountability model
- Customized staff professional development based on current and desired student outcomes (support for problem-based learning, experiential learning from early childhood)
- Best practices implementation for schedule design, program of study creation, higher education partnerships established with MOUs including counselor professional development and integration meetings with IHE partners
- Integration of CEN data systems with district processes
- Grant application support for targeted funding options for special program implementation
- Identification and alignment of staffing adjustments and support
- Identification and initial support of aligned work-based learning options with community partners

### **Typical Implementation Year (years 2&3) Activities:**

- On-site coaching for staff and leaderships teams
- Continued Program of Study crosswalk alignment and expansion
- Ongoing support and expansion of P-TECH pathways to create options for all students to access postsecondary credentials and degrees
- Grant application support for targeted funding options for special program implementation
- Support for schoolwide research implementation model and expanded partnership facilitation with Texas A&M AgriLife Extension
- Expert support for implementation of specialized programs to support outcomes of the district (Teacher Incentive Allotment, Local Accountability, Effective School Framework, etc.)
- Establishment of Edu-business operations and community foundations
- Enrollment in National Student Clearinghouse
- Scaled pricing for NWEA MAP, AVID, Schoolwide 4-H

- Onsite Harvard Instructional Rounds for continuous improvement
- Processes and partnerships established for adult education (19-20 of the P-20 Model)
- Implementation of community-based accountability model with results shared with stakeholders
- Access to model district network
- Identification and launch of a signature program of study and crosswalk to support other districts in the CEN network to provide large professional learning communities across rural Texas
- Ongoing data monitoring using Fidelity of Implementation Tracker (FIT) tool and data systems to provide continual feedback on progress towards intended outcomes

As districts proceed through Years 1-3 of implementation, the desired outcomes provide the sustainability for the model with districts fully accessing House Bill 3 (HB3) funding established by the 2019 legislative session. Under the HB3 funding, districts earn bonus outcomes for increased postsecondary attainment of career and college credentials. Additional weighted funding to support the P-TECH Model is increased in full CEN P-20 Model implementation, due to the access of *all* students (rather than a pathway only).

## APPENDIX F – CEN Covenant Relationship

### The P-20 System Model Framework

CEN and partner districts agree to the following “recipe” as the functional P-20 System Model framework of this covenant and pledge to pursue implementation of all the “ingredients” with fidelity. Although each district is unique, the “recipe” provides guidance as we work together in the coming years.

1. Apprenticeships/Internships
2. AVID (Advancement via Individual Determination)
3. Common Instructional Framework
4. Culture of innovation and change
5. Pathways in Technology Early College High School (P-TECH)
6. Harvard Instructional Rounds
7. Mentoring (peer, adult)
8. Early childhood experiential learning
9. Project-based learning
10. STEM Strategies
11. Student research (age-appropriate)

### Covenant Cycle

CEN and partner districts pledge their efforts and resources to this collaboration for a cycle of three continuous school years. Generally, planning and preparation begin in Year 1 and implementation occurs over Years 2 and 3. Beyond Year 3, ?? ISD will ideally be a certified Affiliate of the CEN Network (with reduced levels of direct service and at the reduced commitment of resources).

### Commitments of CEN

For the three-year cycle of this covenant, CEN commits to the following:

- Common Instructional Framework integration via onsite instructional coaching
- CEN Team participation in Harvard Instructional Rounds (2/yr external)
- CEN presence at Network School Advisory Meeting (2/yr)
- School Board training, including access to Lone Star Governance coaching
- P-20 Orientation event in Year 1
- CEN Principal Network (1/month via ZOOM)
- CEN Superintendent Network (1/month via ZOOM)
- Assistance in establishing apprenticeships/internships
- Support in fostering a culture of innovation and change
- Technical support in adopting the P-TECH model
- Support in the pedagogy of early childhood experiential learning
- Guidance in implementing project-based learning
- Support in implementing STEM Strategies
- Guidance in the adoption of student-driven research projects
- Support to Network H.S. counselors in college matriculation processes

- Adult education support
- AVID site membership fee per secondary campus + Digital Library fee per secondary campus + Summer Institute registration for four (4) educators
- NWEA MAP per student enrollment (MAP Growth assessments K-12) + data analysis support
- 4-H membership for all students
- Enrollment in National Student Clearinghouse (NSC)
- IHE partnership facilitation
- Business partnership facilitation
- Community engagement support
- P-20 System Model messaging and communications resources
- Support for students beyond HS graduation
- Assistance with grant applications
- Assistance in creation of education foundations (for network schools currently without)
- Data collection, sharing, and usage facilitation (detailed in separate agreement)
- Services associated as a TEA-designated Technical Assistance Provider (TAP)

### **Commitments of Partner Districts**

For the three-year cycle of this covenant, partner districts commit to the following:

- Remit \$515 per student per year to CEN (based on annual ADA of the most recent school year as reported to TEA).
- Pledge to fully implement the 11 ingredients of P-20 System Model with fidelity
- Assure 1:1 access to technology for all students
- Assign adjunct status for CEN personnel who work directly with ?? ISD students/staff
- Approve collaborative data collection and sharing with CEN (in separate agreement)
- Participate in CEN professional and leadership development endeavors
- Form Advisory Councils and conduct meetings of those councils twice per year
- Enroll all grade 3-12 students in 4-H
- Implement AVID at all secondary grades
- Subscribe to NWEA MAP assessment system
- Conduct Harvard Instructional Rounds twice per year
- Agree to host visitors (e.g., educators, funders, journalists, policy makers, etc.) to campuses as observers of the P-20 System Model implementation process

## APPENDIX G: ISD Network Districts (Cohorts 1-3 with planned Cohorts 4-5)

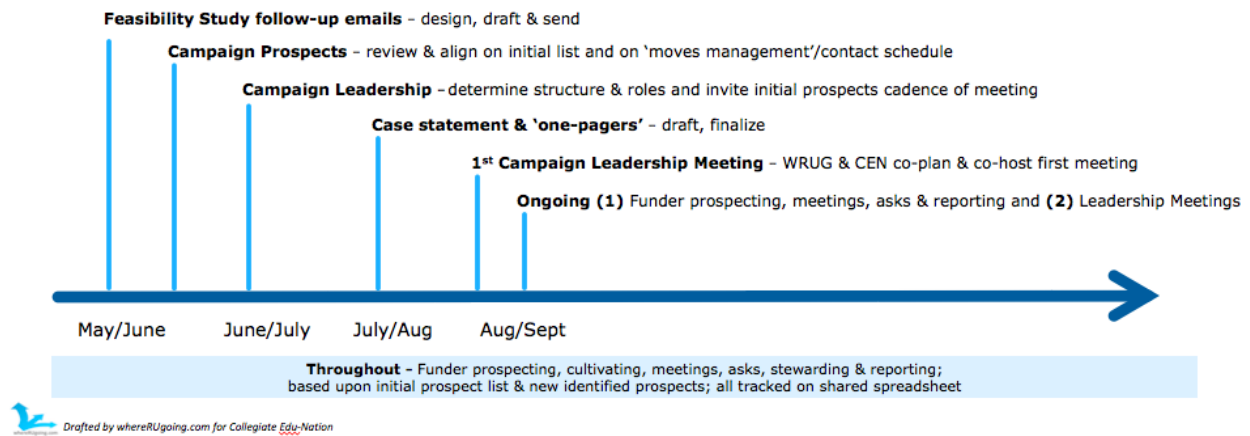
District	Extension Region	Number of Campuses	Funding Status	Programs of Study Offered	Programs of Study Planned (22-23+)	IHE Partners	PTECH Designation Status	Edu-Businesses
Roscoe	7	3	Funded	Animal Science Advanced Manufacturing Welding Digital Communications Renewable Energy Teaching and Training Business Management		Western Texas College Texas State Technical College West Texas A & M Angelo State University Texas Tech University	P-TECH Designated Year 3	Edu-Maker Edu-Vet Edu-Weld Edu-Cast Edu-Drone
Hamlin	7	2	Charter Funds	Business Management Animal Science Healthcare Therapeutics HVAC/Sheet Metal Nursing Science Teaching & Training Welding	Cyber Security Software	Cisco College	P-TECH Planning Year	Piper Weld Piper Designs
Throckmorton	3	1	Charter Funds	Business, Marketing and Finance Health Science; Hospitality and Tourism Architecture and Construction; STEM; Manufacturing	Advanced Manufacturing Dental	Cisco College TTU	P-TECH-designated	Edu-Grow Edu-Poultry
Cumby	4	2	SAF-Implementation	Agribusiness Animal Science Agriculture Engineering Accounting and Financial Services Business Mgt Entrepreneurship Teaching and Training Healthcare Diagnostics Healthcare Therapeutics Medical Therapy Family & Community Services Welding	Coding	Paris Junior College Texas A&M Commerce	P-TECH-1st year	
Floydada	2	3	SAF-Implementation	AA General Studies	AAT Teaching Welding-Level I	South Plains College	Planning Year	
Sunray	1	3	SAF-Planning					
Lytle	10	4	SAF-Planning					
Potential Network ISD;s								
Iraan	6	2	T-CLASS-Incubation	CEN presentation to Iraan-Sheffield Board of Trustees, on-site tour, and meeting with higher ed partner				
Venus	8	4	TEA Pending	CEN presentation to district leaders				
Navasota	9	6	TEA Pending	CEN presentation to district leaders, currently on hold status following COVID impacts on district				
Spurger	5	2	TEA Pending	CEN presentation to district leaders, District leader tour of Roscoe Collegiate ISD				
Freer	12	3	TEA Pending	CEN presentation to district leaders, District leader tour of Roscoe Collegiate ISD				
Bellville	11	5	TEA Pending	CEN presentation requested by district leaders				



## APPENDIX H - Campaign Benchmarks and Timeline Targets

### CEN Inaugural, Major Gifts Campaign - Timeline Targets

*DRAFT May 2021 – correlated with & tracked on shared Gantt Chart*



Benchmark	Timeline	Targets
Feasibility Study Completion	April 2021	Completed-Estimated \$5-7 million capital campaign
CEN Board Action	May 2021	Approve campaign with goal of \$7.3 million
Consultation Retainer	May 2021	Retained Ron Hadley with WhereRUGoing?
Identification of Fundraising Committee Chair	June 2021	Completed-Rick Rhodes
Establishment of Campaign Advisory Committee	June - August 2021	Diverse board with 20-25 members to provide advice on funding & strategic planning
Initial Advisory Meeting	August 2021	
Campaign Launch	January 2022	
Campaign Targeted End	Summer 2024	

## APPENDIX I - Campaign Advisory Committee Membership

Committee Member	Professional Organization/Role
Rick Rhodes	Former Mayor, Sweetwater, Texas
Katie Alford	Community Foundation of Abilene
Dr. Chris Boleman	Houston Livestock Show and Rodeo
Dr. Gary Briers	Texas A&M University ALEC, CEN Consultant, Global Consulting Solutions
Ron Carter	Karnes County Livestock Exchange
Sandra Carter	Karnes County Livestock Exchange
Veronica Cuellar	Roscoe Collegiate ISD/ CEN Graduate/Alumni
Dr. Scott Cummings	Texas A&M University
Amy Dodson	Raise Your Hand Texas
Dr. Darrel Dromgoole	CEN Chief Community Development Officer
Hillary Evans	Philanthropy Southwest
Dr. Karen Garza	Battelle for Kids
George Grainger	Texas A&M Foundation
Assistant Commissioner Dan Hunter	Texas Department of Agriculture
Martin Luna	Roscoe Collegiate ISD/ CEN Graduate/Alumni
Jim Nelson	Texas 2036
Sabari Raja	Nepris/CEO
Eric Reeves	CEN Board Member
Dr. Craig Rotter	CEN Board Member
Dr. Glen Shinn	Senior Partner, Global Consulting Solutions, Emeritus Professor, Texas A&M
Dr. Edward Smith	Texas A&M AgriLife Extension Service - Director Emeritus)
Dr. Johnny Veselka	CEN Board Member
Greg Wortham	CEN Chief Partnership Officer
Dr. Kim Alexander	CEN CEO
Dr. Rachael McClain	CEN Chief of Staff
Ron Hadley	Campaign Advisory, whereRUgoing.com

## APPENDIX J - Campaign Communication Plan

Action	Timeline	Targeted Audience/Purpose
Feasibility Study Follow-Up Communications	June 2021	Feasibility study participants to provide update on study results and next steps for CEN
Past Funder Follow-Up Phone Calls	June 2021	Previous funders to provide update on study results and next steps for CEN
Launch of Campaign Website	August 2021	Static page for reference, alignment of strategic plan, case statement for potential funder engagement
Social Media Support	August 2021	Alignment of social media messages to campaign work with links to static website for additional information
Educational Seminars	Quarterly starting in August 2021	Virtual and live seminars to provide informational sessions, virtual model district tours, question and answer sessions, and potential alignment conversations
Advisory Committee Meetings	~Bimonthly meetings starting in August 2021	Advisory Committee members will provide additional avenues and leads for funding conversations beyond the participants of the feasibility study
Model District Tours	Quarterly starting in September	In person tours of model districts for funders to engage in an immersive experience of a P-20 model.
Formation of Fundraising Cabinet	Fall 2021	From the advisory committee membership, a Fundraising Cabinet will be formed with a core team of individuals to provide connections to expanded philanthropic opportunities